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ABSTRACT

This report reviews the performance of Arizona's Maricopa Community College District (MCCD) toward achievement of the Governing Board's goals, which reflect the district mission components of (1) transfer and general education; (2) developmental education; (3) workforce development; (4) student development services; (5) continuing/community education; (6) teacher education; and (7) diversity. In fall 2001, students with MCCD credits represented 49% of the undergraduate enrollment at Arizona State University, 21% at Northern Arizona University, and 11% at University of Arizona. MCCD awarded 11,570 degrees and certificates in 2001-02. This study finds that of students who began in the Developmental Reading sequence, the most recent cohort had successfully completed the first college level course within 2 years, and 31-33% of students enrolled in Developmental Math had completed the first college level course within 2 years. Findings from the teacher education programs within MCCD indicate that enrollment in each of the three education transfer courses, which are taken by most teacher education students, has increased by more than 100% since the 1999-00 academic year. More than 65% of students enrolled in Arizona State University's College of Education during fall 2001 had earned credits from one of the Maricopa Community Colleges. (Contains over 30 tables and charts.) (NB)

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Report on the
Maricopa Community Colleges

Governing Board's Goals and Measures

November 2002 - REVISED

MARICOPA COMMUNITY COLLEGES

Prepared by the Maricopa Community Colleges Institutional Effectiveness Office and Maricopa Governance

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Report on the
Maricopa Community Colleges Governing Board's Goals and Measures 2001-2002

Executive Summary

Purpose

This report reviews the performance of the Maricopa Community Colleges (MCCD) toward achievement of the Governing Board's goals, which reflect the district mission components of Transfer and General Education, Developmental Education, Workforce Development, Student Development Services, Continuing/Community Education, Teacher Education, and Diversity. The Maricopa Governing Board has directed that each of its goals be monitored on an annual basis for the purpose of linking goals to financial planning, and of monitoring the Chancellor's executive performance relative to the degree to which Board policies are fulfilled.

Major Findings: Are We Doing What We Say We Are Doing?

- ✓ Yes. This report provides evidence that Maricopa Community Colleges, collectively and individually, are devoted to learning and to ensuring that the public community has effective, innovative, learner-centered, flexible, and life-long educational opportunities.
- ✓ Yes. The colleges monitor whether or not they are doing what they say they are doing, and provide evidence that they use formal and informal feedback to revise and improve their institutions.

I. <u>University Transfer Education/General Education</u>

Increasing numbers of students are using the Arizona General Education Curriculum (AGEC) and "Transfer Pathway" options (ATP) to transfer to one of the three state universities, with ASU as the primary university pipeline for MCCD students. By Fall 2001 students with MCCD credits represented 49% of the undergraduate enrollment at Arizona State University (ASU), 21% at Northern Arizona University (NAU), and 11% at the University of Arizona (U of A).

MCCD has partnered with the public universities and the other community colleges to provide students with online access to information that will assist them to transfer credits earned at the community colleges to the universities. The Arizona Course Applicability System (AZCAS) is the online source for comprehensive information about the transfer process. Ninety-six percent of the students who completed the AZCAS satisfaction survey agreed they would use the site again and 94% said the information was helpful.

MCCD awarded 11,570 degrees and certificates in fiscal year 2001-02. Over the past six years, the number of certificates awarded has increased by more than 200%; degrees have increased by 21%.

MCCD continues to ensure that students will experience a seamless transfer to baccalaureate degree institutions by establishing formal articulation agreements with private and public institutions, including efforts with Historically Black Colleges and Universities and Hispanic Serving Institutions. Agreements include guarantees of admission and block transfer of coursework toward degrees; financial aid/scholarship opportunities and other student support

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services; and, requests for annual reports to measure the success of MCCD students. Future reports to the Board will include data regarding these partnerships.

II. Developmental Education

Developmental education courses (courses below 100 level) emphasize fundamentals and basic skills that are prerequisites to 100 level MCCD courses. Developmental courses account for just over 9% of the Fall FTSE and 16% of the Fall headcount. Student success in moving from the developmental courses to 100 level courses tends to vary by developmental area. Students in three Developmental course sequences were followed for two years. Of students who began in the Developmental Reading sequence, 19% of students in the most recent cohort had successfully completed the first college level course in Reading within two years; of the students in the Developmental Math and Developmental English courses, approximately 31-33% and 32-36% enrolled in and successfully completed the first college level course in those subjects, respectively, within two years.

III. Workforce Development

Student enrollments in occupational program courses have reached 269,000 (duplicated headcount) the past two years. The majority of certificates are concentrated in personal and miscellaneous services, which include specialized customer service training for business and industry, in corrections/correctional administration, in a variety of health services fields such as practical nursing, nurse assistant, and emergency medical technology, and in flight attendant certification. AAS degrees have been awarded primarily in nursing, followed by management information systems and police science. Certificates outnumber AAS degrees nearly 5:1. Colleges also partner with area businesses to provide specialized training opportunities.

DES wage data suggest that completing vocational programs is associated with increased wages and increased full time employment.

Colleges report high levels of satisfaction from students and employers in the various categories of partnership programs based on survey responses and additional requests for training. Other positive measurements cited include program completion rates, pass rates on certification tests, enrollment growth, hiring rates, and starting wages.

Overall, the colleges suggest programs could be improved with increased student recruiting and advisement, improved job-placement activities, and increased funding for these efforts. Another common theme cited by several colleges was ensuring flexibility in responses to partner needs. Examples include offering alternative delivery methods, such as delivery of services in languages other than English, and providing rapid program responses to industry changes. Further effort will be directed toward developing an improved system for tracking the achievement of student goals.

IV. Student Development Services

Spring of 2002 served as the starting point for addressing issues specific to retention. In March 2002, the Governing Board amended one of its goal statements for student development services to include language that addresses retention. Initial discussions have begun in order to establish consensus on a definition for retention. Other critical activities to be undertaken include establishing appropriate monitoring measures, collecting data, and preparing a report

that looks at retention from a district wide perspective. Preliminary information on retention was gathered for this monitoring report, with a more comprehensive review on retention scheduled for November 2003 reporting.

Programs and services are established at each college within MCCD to provide support and guidance to students. Programs and services are provided to prospective students, such as high school visits and re-entry services; enrolling students, such as advisement and placement testing; assisting current students, such as counseling and day care; and transitioning students completing programs, such as career and placement services and university transfer advisement. Students have the opportunity to participate in varied clubs and activities to complement both their learning and their personal interests.

The Deans of Student Services typically use the Noel-Levitz Student Satisfaction Inventory to formally assess the aspects of their educational experience that students believe are most important. Students at four colleges who were surveyed during the 2001-02 school year rated these survey items as most important, regardless of college attended: classes are scheduled at convenient times, quality of instruction, ability to register for desired classes with few conflicts, safe campus, adequate and safe parking, variety of classes, and cost. At one college, students added academic advising/counseling and concern for the individual to those aspects of their educational experience that they believed to be most important. In general, students were satisfied with their experiences with each of these. Feedback from students also is routinely sought using surveys or focus groups and by requesting feedback from student groups. Colleges are developing responses to feedback that will guide the development and implementation of new policies and procedures in areas of concern to students.

The Maricopa Recruiter, the MCCD online job line, was replaced by the "Maricopa Career Network" to offer expanded services to both students and employers.

V. <u>Continuing/Community Education</u>

The colleges routinely seek evaluation of their offerings from the participants, and use the information to update classes and expand offerings to meet evolving community needs and interests. Colleges conduct evaluations of their programs to determine satisfaction. Generally, 90% of students were satisfied or very satisfied with the continuing and community education opportunities. Surveys of partners' satisfaction with their community college partnership indicate colleges met or exceeded expectations.

The most recent numbers from the Arizona Department of Education suggest that 34% of Maricopa County high school graduates attend an MCCD college within one year of graduation. This percent has not received final confirmation.

All colleges report full compliance with the requirements of R7-1-709 governing the offering of community college courses in conjunction with area high schools. Over 11,000 students are enrolled in dual enrollment courses through the colleges.

MCCD continues to respond to the continuing and community education needs of the public. The colleges provide an ever-increasing array of opportunities for personal growth and development, such as professional development, personal awareness, wellness and fitness, as well as

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opportunities in the arts, sports, and civic awareness. A growing range of opportunities exists for our senior citizens. College facilities are available to the public.

VI. Diversity

A primary focus of the Diversity Advisory Council during this past year was to dialog about diversity outcomes. The Council will take multiple steps to achieve desired outcomes in Classroom Climate/Campus Environment, Student Outcomes related to diversity (i.e., curriculum) and Workplace Diversity. These include establishing a clear institutional message on the expectations for diversity; taking a collaborative approach to collecting information from units/divisions that relates to the stated outcomes; obtaining consistent leadership commitment at all campuses; and, being responsive to issues and conflicts that arise. The Council further recommends providing diversity training to students through clubs, encouraging internships with the Diversity Infusion Program, providing training for employees that deal directly with students, and incorporating diversity training at college level and new employee orientations. These efforts are directed toward shifting the focus from race and differences to one that builds on mutual respect and equity.

VII. Teacher Education

The teacher education programs within MCCD have grown in the last three years. The education course enrollment includes preservice and inservice training courses, early childhood courses, education transfer and elective courses, and post baccalaureate courses. The total course enrollments have increased 43% from the 1999-00 academic year. In addition, enrollments in each of the three education transfer courses, taken by most teacher education students, have increased by more than 100%.

All colleges have developed partnerships with surrounding K-12 districts, universities, or area agencies to strengthen course offerings and programs to better serve their communities. Several new flexible delivery courses and programs have been developed to increase the pipeline for future teachers in Arizona. New projects like the statewide Associate Degree for Elementary Education and the new Teacher Preparation Charter High School are also underway.

Establishing the systems for collecting shared data between MCCD and the public universities will be an ongoing process. However, the data show that more than 65% of all students enrolled in ASU Main's College of Education during Fall 2001 have earned credits from the Maricopa Community Colleges.

Summary: Monitoring Governing Board Goals and Measures

How Well Are We Doing?

- ✓ The process of monitoring the Board Goals and Measures is evolving and requires the clarification and refinement of standards and the development of new methods for monitoring progress. Some of the monitoring questions cannot be answered definitively with existing data. As an example, while a new system is in place to assist students with transfer to baccalaureate institutions (AZCAS), the information needed to determine if goals have been met is not readily accessible.

- ✓ Progress in MCCD's ability to capture the successes at the colleges is evident throughout the reporting cycles.

What Could We Do Better?

- ✓ In conjunction with the leadership councils, a) continue to provide assistance on the clarification and refinement of the goals and measures; and b) refine the monitoring process so that it includes a mechanism for using the information for program improvement.

Are There Things We Should Be Doing As Part of Institutional and System-Wide Effectiveness?

- ✓ Continue to provide multiple year (trend) data, where appropriate, to address monitoring questions. This monitoring report made consistent use of multiple year data in the hopes that it better captures the picture of MCCD and gives basis for improved analysis and decision-making.

What Are the Next Steps?

- ✓ Continue to engage in discussions with the Councils to establish priorities for program development.
- ✓ Review current Governing Board Goal statements and Measures and determine if updates and revisions are appropriate.
- ✓ Continue to encourage input from the college communities.
- ✓ Inform the community about monitoring of the Governing Board Goals and Measures by posting this report on the MCCD web site.
- ✓ Encourage evaluation and feedback from MCCD's community and partners.
- ✓ Link the findings presented in this report to the strategic initiatives.

Acknowledgements

The work and contributions of many councils and offices enabled the preparation of this report. The key groups and their contributions were as follows:

The Deans of Instruction Council - for providing information on the Continuing/Community Education goal.

The Deans of Occupational Education Council - for providing information on the partnerships in the Workforce Development goal, and the Center for Workforce Development for compiling the section on partnerships.

The Deans of Student Services Council - for providing information on the Student Development Services goals.

The Diversity Advisory Council and the Maricopa Governance Manager - for preparing the section on the Diversity goal.

The Council for Teacher Education and the National Director for Teacher Education Programs - for preparing the section on the Teacher Education goal.

The Office of Institutional Effectiveness - for compiling and preparing the sections on University Transfer Education/General Education goals, Developmental Education goal, Workforce Development completion of occupational programs/course, certificates/AAS degrees and employment status/wage data, Teacher Education course enrollment and university transfer data; - for compiling and preparing the overall report document.

Dr. Anna Solley for reviewing the draft document.

Carol Diego and Chanda Fraulino for preparing the cover design.

Report on the
Maricopa Community Colleges Governing Board's Goals and Measures 2001-2002

Introduction

Governing Board Goals

Priority goals have been identified by the members of the Governing Board that relate to the benefits the Maricopa Community Colleges (MCCD) offer its constituents (the people of Maricopa County, students, the public and private sectors, universities, elementary and secondary schools). These goals are being monitored for their present status and subsequent improvements to ensure accountability. Programs, services, and activities that focus on global issues and cultural perspectives, and that respect the diversity of opinions, life circumstances, lifestyles, learning styles, values, and religions should be integrated throughout these goals and assessed where appropriate.

Broad Goal Statement

As an educational institution devoted to learning, Maricopa Community Colleges exist in order that the community might have effective, innovative, learner-centered, flexible and life-long educational opportunities.

Purpose

This report reviews the performance of the Maricopa Community Colleges toward achievement of the Governing Board's goals, which reflect the district mission components of Transfer and General Education, Developmental Education, Workforce Development, Student Development Services, Continuing/Community Education, Teacher Education, and Diversity. The Maricopa Governing Board has directed that each of its goals be monitored on an annual basis for the purpose of linking goals to financial planning and of monitoring the Chancellor's executive performance relative to the degree to which Board policies are fulfilled.

Methodology

Data were retrieved using existing databases as much as possible, and through consultation with and formal data collection from the Deans of Instruction, Deans of Student Services, Deans of Occupational Education, the Institutional Research Council, and the District Offices of Workforce Development, Student Development Services, and Teacher Education.

MCCD Demographics

Maricopa has one of the lowest tuition rates in the country ($43 per credit hour in fiscal year 2001-02) and an open admissions policy. MCCD also provides geographical access in the greater Phoenix metropolitan area, as well as distance learning access for urban and rural areas at Rio Salado College, the primary provider of Internet access courses for the district. A review of the district demographics for Fall 2001 terms indicates the following:

- The ethnic diversity of the MCCD student population exceeds the diversity of Maricopa County (about 28% and 23% minority, respectively).
- The age profile is as diverse as the age profile of the County, with persons of all ages attending the colleges.

- Females (54%) outnumber males (42%) at the colleges.
- MCCD students attend college primarily on a part time basis (78%).
- The proportion of day to evening student headcount is 58% to 42%.
- MCCD enrolled over 12,700 students under the age of 18 in FY 2001-02; this represented 62% of students under 18 enrolled in community colleges in Arizona.
- In Maricopa County, the most recent numbers from the Arizona Department of Education suggest that 34% of high school students enrolled in MCCD colleges within one year of graduation.

Progress on Goals and Outcomes

I. University Transfer Education/General Education

GOAL 1:
STUDENTS WHO TRANSFER TO A BACCALAUREATE DEGREE GRANTING INSTITUTION WILL BE PREPARED TO SUCCESSFULLY ATTAIN THEIR EDUCATIONAL GOALS. THE FOCUS IS ON TRANSFER TO ARIZONA STATE UNIVERSITY (ASU), PRIMARY PIPELINE FOR MARICOPA STUDENTS.

a. What number and percent of Arizona General Education Curriculum (AGEC) and "transfer pathway" completers transfer to a baccalaureate degree granting institution within 2 years of completing the program?

The table below shows the number of students who have completed the Arizona General Education Curriculum (AGEC) or "Transfer Pathway" programs, as well as the number and percent of those students who transferred to Arizona State University (ASU) within two years of completing their program. The likelihood that completers of the program will transfer to ASU appears to be increasing steadily. For students who completed at MCCD in 2000 or 2001, their two-year period in which to enroll at ASU has not yet ended, so the numbers displayed in the table below may be an underestimate of final enrollment. The two-year period for 2000 completers ends after Fall 2002. The two-year period for 2001 completers ends after Fall 2003.

	Calendar Year of AGEC or "Transfer Pathway" Completion					
AGEC and "Transfer Pathway" Completers at MCCD	1996	1997	1998	1999	2000	2001
# Each Calendar Year	50	66	67	275	461	585
# Transferred to ASU within 2 Years of Completion	0	1	9	63	178[1]	184[1]
% Transferred to ASU within 2 Years of Completion	0%	2%	13%	23%	39%[1]	31%[1]

Note[1]: For students who completed at MCCD in 2000 or 2001, their 2-year period in which to enroll at ASU has not yet ended, so the numbers displayed for these two years may be an underestimate of final enrollment. The period for 2000 completers ends after Fall 2002. The period for 2001 completers ends after Fall 2003. Data for enrollment at Northern Arizona University (NAU) and University of Arizona (U of A) were not available.
Source: ASSIST Data Warehouse, September 2002. ASSIST is the abbreviation for the Arizona State System for Information on Student Transfer.

b. What percent of baccalaureate degree graduates have Maricopa Community College transfer credit?

ASSIST contains information about the number of *degrees* awarded to students with MCCD credits. It does not allow access to information about *persons* graduating at the universities unless they have MCCD credits. So this measure cannot be addressed fully. The table that follows shows the number of baccalaureate degrees awarded at each of the three state universities since 1998-99, and the number and percent of awards with MCCD credits. Over half of all bachelor's degrees at ASU are awarded to students with MCCD credits, and the proportion fluctuates slightly. MCCD students also transfer to the two other state universities. The number of degrees with MCCD credits has been accounting for 24%-25% of total awards at NAU, and 13-14% at the U of A. Efforts will be made to refine ASSIST so that this measure may be addressed more completely in the future.

		University School Year		
University		1998-99	1999-00	2000-01
ASU	# of Baccalaureate Awards	7507	7940	7760
	# Awards with MCCD Credits	4773	5154	5061
	% Awards with MCCD Credits	64%	65%	65%
NAU	# of Baccalaureate Awards	3041	2939	2867
	# Awards with MCCD Credits	733	749	727
	% Awards with MCCD Credits	24%	25%	25%
U of A	# of Baccalaureate Awards	4854	4932	4922
	# Awards with MCCD Credits	632	691	673
	% Awards with MCCD Credits	13%	14%	14%

Note1: Data for the 2001-02 academic year are not yet available.
Note2: ASSIST is built and populated around an academic year. Previous queries identified only recipients of degrees awarded in the semester in which students were enrolled (active students), not recipients of degrees awarded once students were inactive (i.e., no longer enrolled). To capture a more representative number of degree awards with MCCD credits, the numbers were regenerated using a methodology that would include these additional students, thus there is an increase in the number of awards previously reported.
Source: ASSIST Data Warehouse, September 2002.

The following table shows the breakdown for number of baccalaureate awards at each of the three ASU campuses. The number of awards fluctuated at ASU Main and increased at ASU West and ASU East.

		ASU School Year		
ASU Campus		1998-99	1999-00	2000-01
Main	# of Baccalaureate Awards with MCCD Credits	3828	4007	3718
West	# of Baccalaureate Awards with MCCD Credits	944	1039	1095
East	# of Baccalaureate Awards with MCCD Credits	1	108	248

Note1: Data for the 2001-02 academic year are not yet available.
Note2: ASSIST is built and populated around an academic year. Previous queries identified only recipients of degrees awarded in the semester in which students were enrolled (active students), not recipients of degrees awarded once students were inactive (i.e., no longer enrolled). To capture a more representative number of degree awards with MCCD credits, the numbers were regenerated using a methodology that would include these additional students, thus there is an increase in the number of awards previously reported.
Source: ASSIST Data Warehouse, September 2002.

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c. What is the number of students who transfer community college credits 1-11, 12-23, 24-31, 32-47, 48-63, and 64+?

The following table shows the number of students with MCCD credits who have been enrolled each fall at the three Arizona universities since 1996. The enrollment numbers at ASU grow each year, and by Fall 2001, students with MCCD credits represented 49% of the undergraduate enrollment. Thus nearly half of the undergraduate enrollment at ASU had MCCD credits. The number of MCCD students transferring to ASU each fall has increased by roughly 1000 since 1998. At NAU, students with MCCD credits have represented 18%-21% of total undergraduate enrollment since Fall 1996, and at U of A have represented 10%-11% of total undergraduate enrollment since Fall 1996. ASU remains the primary university pipeline for MCCD students.

		Number of Undergraduate Students with MCCD Credits at the Arizona Universities Each Fall Term					
University	Number MCCD Credits Transferred	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	Fall 01
ASU	1-11 credits	3953	4452	4911	4847	5130	5370
	12-23 credits	1957	2243	2549	2692	2764	2978
	24-31 credits	1036	1180	1245	1282	1406	1453
	32-47 credits	1940	2125	2252	2291	2325	2424
	48-63 credits	3030	3217	3281	3463	3525	3713
	64+ credits	4008	4102	3919	3670	3542	3638
	Total	15924	17319	18157	18245	18692	19576
	ASU Enrollment	35436	36848	36792	37946	38444	40341
	% with MCCD Credits	45%	47%	49%	48%	49%	49%
NAU	1-11 credits	929	1031	1090	1156	1143	1125
	12-23 credits	499	567	571	557	563	547
	24-31credits	260	229	226	260	278	300
	32-47 credits	382	376	375	346	345	396
	48-63 credits	320	320	305	303	316	332
	64+ credits	239	225	231	218	211	206
	Total	2629	2748	2798	2840	2856	2906
	NAU Enrollment	14250	14058	13906	13947	13905	13740
	% with MCCD Credits	18%	20%	20%	20%	21%	21%
U of A	1-11 credits	1349	1423	1381	1401	1347	1491
	12-23 credits	440	528	565	573	551	608
	24-31 credits	153	172	196	206	246	271
	32-47 credits	189	227	239	238	252	297
	48-63 credits	167	149	136	131	129	152
	64+ credits	112	121	111	103	88	73
	Total	2410	2620	2628	2652	2613	2892
	U of A Enrollment	25293	25617	26157	26258	26404	27532
	% with MCCD Credits	10%	10%	10%	10%	10%	11%

Source: ASSIST Data Warehouse, September 2002.

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d. What is the average GPA of transfer students by university college compared to the average GPA of native students at comparable credit levels who have completed 24 community college credits, a 35 credit AGEC, and an associate's degree?

MCCD does not have permission to access information about non-MCCD students through ASSIST, so this measure could not be answered directly. However, the ASU Office of Institutional Analysis compared the average GPA's of MCCD transfer students and native-ASU students. The comparisons were made at two levels: one between MCCD students and native-ASU students with 24-64 transfer credit hours, and the second between MCCD transfer and native-ASU students with 56-64 credit hours. These were the ranges ASU chose to include and do not directly correspond to the levels presented in this report in the immediately preceding section. Average GPA's for coursework from Fall 2000 through Summer 2001 were reviewed. For the students with 24-64 hours, the native-ASU group's average GPA was 2.90 (N=3990) and the MCCD transfer group's GPA was 2.63 (N=802). For the students with 56-64 credit hours, the native-ASU group's average GPA was 3.07 (N=785) and the MCCD transfer group's average GPA was 2.79 (N=307). In both comparisons, the native-ASU students' GPA was higher than that of the MCCD transfer students. Perhaps the native ASU students were better acclimated to the university environment, since they had attended longer than the MCCD transfer students.

e. What is the total number of new Maricopa students attending state universities annually?

Given the way the universities label student data in ASSIST, two tables of data are provided to address this measure. The first table shows the total number of MCCD students entering the three state universities as either New Transfer or New Freshmen each academic year. The second table shows only the total number of MCCD students entering as New Non-Degree Seeking each academic year. Once New Non-Degree Seeking students declare a major area of study, they are relabeled as New Transfers. Thus, the first table, by itself, under represents the new transfer enrollment. Yet the two tables together would inflate the numbers. MCCD is unable through ASSIST to determine when students change status at the present time.

The table of New Transfer and New Freshmen shows that during the 2001-02 academic year, over 7,600 students with MCCD credits enrolled as new freshmen or new transfers at the three Arizona universities. More than 5,800 students with MCCD credits enrolled as new freshmen or new transfers at ASU, 881 at NAU, and 842 at U of A in the 2001-02 academic year. The general trend is one of increasing enrollments at ASU, recent increases at U of A and fluctuating enrollments at NAU over the six years.

Number of New Transfers and New Freshmen with MCCD Credits at the Arizona Universities						
University	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
ASU Total	4700	5255	5255	5617	5565	5880
Main	3795	4219	4211	4413	4116	4212
West	905	1036	1044	1204	1184	1354
East					265	314
NAU	904	816	788	853	894	881
U of A	647	636	591	611	665	842

Source: ASSIST Data Warehouse, October 2002.

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While the numbers in the second table are small, they add to the picture of transfer information about MCCD students. The ASSIST staff may wish to better refine the methods for labeling new students at the universities so that MCCD can obtain a more accurate count of the number of student transfers through the ASSIST data warehouse.

Number of New Non-Degree Seeking Students with MCCD Credits at the Arizona Universities						
University	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
ASU Total	55	68	88	76	72	60
Main	42	55	65	65	59	48
West	13	13	23	11	12	11
East					1	1
NAU	14	17	16	36	30	9
U of A	13	7	6	1	13	5

Source: ASSIST Data Warehouse, October 2002.

f. How do these measures compare to Adelman's and other national statistics regarding community college transfers?

One feature of the MCCD-Arizona universities student transfers is the fact that MCCD and the state universities allow open transfers. Students are free to attend one or both types of institutions simultaneously or go back and forth from one semester to the next. As ASSIST refines the types of data available, MCCD can begin to compare its results with those of other college transfer processes.

GOAL 2:
STUDENTS WILL DEMONSTRATE POST-SECONDARY COMPETENCIES IN COMMUNICATION (WRITING, SPEAKING, LISTENING), READING, THE HUMANITIES, SCIENCE, CRITICAL THINKING, PROBLEM SOLVING, COMPUTER AND INFORMATION LITERACY AND MATHEMATICS.

This goal was monitored in *Report on the Maricopa Community College District Governing Board's Goal on Post-Secondary Student Competencies, February 2002.*

GOAL 3:
STUDENTS WILL EXPERIENCE A SEAMLESS TRANSFER TO BACCALAUREATE DEGREE TRANSFER INSTITUTIONS.

a. What is the number of students who transfer with an AGEC or pathway degree without loss of credit?

Currently MCCD uses the Arizona State System for Information on Student Transfer (ASSIST) data warehouse to track its students as they transfer to a baccalaureate degree institution. At the present, this system does not contain any data about students' loss of credits.

b. What is student evidence of satisfaction with the transfer process?

MCCD has partnered with the three public universities and the other community colleges to provide students with online access to information that will assist them to transfer credits earned at the community colleges to the universities. The Arizona Course Applicability System

(AZCAS) is the online source for comprehensive information about the transfer process, including links to an ombudsman at each of the three universities who will assist students with their "loss of credit" problems. This popular site is accessed 12,000 times per day and 8,292 student accounts have been created since the site became fully operational in Summer 2000. Students who access the site are invited to complete a satisfaction survey. This year to date, 277 students have completed surveys; 96% agreed they would use the site again and 94% said the information was helpful. Seventy-three percent of the students who completed the survey were community college students.

The Academic Advising Articulation Task Force continues to explore ways to appropriately assess student satisfaction with the transfer process. For example, the satisfaction survey does not ask specific questions about the students' transfer experience. Their discussions may generate more specific information to address this measure in the future.

c. What is the evaluative report on the MCCD Course Applicability System (CAS) Implementation Project, a project designed to improve the advisement and transfer articulation process?

No public statement has been issued about the CAS Project to date. For the present, evaluative comments are made informally and communicated among members of the working groups and oversight committees. No formal evaluation report is planned at this time. This is an area the MCCD representatives to the CAS Project may wish to address in the future.

GOAL 4:
STUDENTS WILL SUCCESSFULLY COMPLETE CERTIFICATE PROGRAMS AND ASSOCIATE DEGREE PROGRAMS.

a. What is the number of completed certificate or associate degrees in a given year?

The number of certificates and associate degrees awarded each of the last six years is displayed in the following table. The number of certificates awarded has exceeded the number of associate degrees since FY 1997-98. Over the last six years, the number of certificates awarded has increased by more than 200%; degrees have increased by 21%.

	Number of Awards Each Fiscal Year					
Awards	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Total Awards	6884	10856	9759	10773	14250	11570
Total Degrees	3538	3495	3769	3958	4078	4287
Total Certificates	3346	7361	5990	6815	10172	7283
Degrees as % of Total Awards	51%	32%	39%	37%	29%	37%
Certificates as % of Total Awards	49%	68%	61%	63%	71%	63%

Table Continues...

	Number of Awards Each Fiscal Year					
Awards	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Degrees						
AA	1425	1533	1780	1635	1312	900
AAS	1384	1297	1291	1447	1385	1516
ABus	-	-	-	8	35	53
AGS	659	647	682	781	1076	1402
AS	70	18	15	16	15	28
ATP	-	-	1	71	255	388
Certificates						
1-15 Credit Hours	1134	3864	3201	3677	4155	3414
16-30	796	2289	1645	1579	1824	1911
31-45	1310	1126	1068	1403	3980	1532
46+	106	82	76	56	213	426
Total	3346	7361	5990	6815	10172	7283

Source: IR Data Warehouse, October 1, 2002. Awards reported by "Date Received".

Summary/Implications: University Transfer Education/General Education
Increasing numbers of students are using the AGEC and "Transfer Pathway" options (ATP) to transfer to one of the three state universities, with ASU as the primary university pipeline for MCCD students. By Fall 2001 students with MCCD credits represented 49% of the undergraduate enrollment at ASU, 21% at NAU, and 11% at the U of A.

MCCD has partnered with the public universities and the other community colleges to provide students with online access to information that will assist them to transfer credits earned at the community colleges to the universities. The Arizona Course Applicability System (AZCAS) is the online source for comprehensive information about the transfer process. Ninety-six percent of the students who completed the AZCAS satisfaction survey agreed they would use the site again and 94% said the information was helpful.

MCCD awarded 11,570 degrees and certificates in FY 2001-02. Over the past six years, the number of certificates awarded has increased by more than 200%; degrees have increased by 21%.

MCCD continues to ensure that students will experience a seamless transfer to baccalaureate degree institutions by establishing formal articulation agreements with private and public institutions, including efforts with Historically Black Colleges and Universities and Hispanic Serving Institutions. Agreements include guarantees of admission and block transfer of coursework toward degrees; financial aid/scholarship opportunities and other student support services; and, requests for annual reports to measure the success of MCCD students. Future reports to the Board will include data regarding these partnerships.

II. Developmental Education

GOAL 1:
STUDENTS DEMONSTRATE COMPETENCIES IN COURSES BELOW 100 LEVEL (READING, ENGLISH, MATHEMATICS), WHICH PREPARE THEM FOR SUCCESS IN COLLEGE LEVEL COURSES.

a. Do students successfully complete courses (C or better) in developmental education (courses below 100 level)? Do they successfully complete (C or better) a subsequent related course within 2 years of completing the developmental course?

Developmental courses emphasize fundamentals and basic skills that are prerequisites to 100 level MCCD courses. Students may be placed into developmental education courses (courses below 100 level) based on their placement test scores. These courses account for over 9% of the Fall FTSE and represent approximately 16% of the Fall headcount. The following table shows the enrollments in Developmental Education courses over the last four fall terms.

Term	Enrollments in Developmental Courses (Below 100 Level in Reading, English, Math)	Number of Courses Completed With A,B,C,P	Successful Course Completion Rate
Fall 1998	18,489	11,167	60%
Fall 1999	19,145	11,502	60%
Fall 2000	20,428	12,486	61%
Fall 2001	21,227	13,069	62%

Source: IR Data Warehouse, October 3, 2002.

b. What is the number and percentage of developmental education completers who successfully complete (grade of C or better) a subsequent related course within two years of completing the developmental course? (Courses will be tracked in reading, English, and mathematics).

Demographic Profile of Fall Developmental Education Cohorts

The demographic profile of cohorts of students in Fall 2001 indicates some differences as well as some similarities between the students enrolled in developmental courses and the overall student population at MCCD.

- The proportion of males and females enrolled in Developmental Education courses differs somewhat from that of the general MCCD student population: 41% male, 56% female, 4-5% no response in the Developmental courses, compared with 42% male, 54% female, 4% no response in the general MCCD population. Typically, males are over-represented in the Developmental Education course enrollments.
- Students enrolled in the Developmental Education courses are younger than the MCCD student population as a whole. Sixty-four percent of the students in Developmental Education courses were younger than 25 years of age compared with 53% of students in the general MCCD population. Further, 40% were younger than 20 years compared with 28% in the general MCCD population. Ten percent of students in Developmental Education were age 40 or older.
- Part time and full time enrollments are similar: 76% part time/24% full time for Developmental Education students and 78% part time/22% full time for MCCD students.

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- Hispanic and white students each comprise 38% of the students in Developmental Education courses. Hispanic students comprise 17% of the MCCD student body as a whole and whites 61% of all MCCD students. Percentages of students in the American Indian, Asian, and Black ethnic groups are slightly higher in the Developmental Education courses compared with the MCCD student body as a whole.

Monitoring of Developmental Course Completers

The following presentation considers three developmental course sequences - Reading, English, and Math. Each begins with the course into which the majority of students in Developmental Education are placed based on their placement test scores and then follows successive fall cohorts of students enrolled in this course to determine how many students enrolled in and successfully completed the first 100 level course or the next 100 level course in the sequence (for Math) within the next two years.

Reading Sequence: RDG091→ CRE101

RDG091 - College Reading Skills I, is designed to improve basic reading and study skills, vocabulary and comprehension skills. These are the prerequisite competencies for successful completion of CRE101 - Critical and Evaluative Reading.

Students who enrolled in Developmental Reading RDG091 in the fall terms 1995 through 1999 were followed for two years after course completion to determine if they had enrolled in and passed CRE101. The table that follows shows information about five cohorts. Here are a few facts about the Fall 1999 cohort, the most recent that has had a full two-year window in which to enroll in CRE101:

- 66% of students in the most recent cohort, Fall 1999, successfully completed RDG091.
- 37% of RDG091 completers from the most recent cohort, Fall 1999, enrolled in CRE101 within two years.
- 19% of students of the Fall 1999 cohort students successfully completed CRE101 within two years of completing RDG091. This proportion has been decreasing slightly for the last five years. Further investigation revealed that at the end of three years, 24% of students had passed CRE101. The typical pass rate in CRE101 for all students was 71% during the same years.

Term	Cohort: Students Enrolled in RDG091	Students Who Complete RDG091 with A,B,C,P	Students Who Complete RDG091 with A,B,C,P and Enroll in CRE101 Within 2 Years	Students Who Complete RDG091 and CRE101 with A,B,C,P Within 2 Years
Fall 1995	1606	1071 67%	607 57%	470 29%
Fall 1996	1507	943 63%	555 59%	407 27%
Fall 1997	1521	989 65%	527 53%	398 26%
Fall 1998	1584	1041 66%	476 46%	347 22%
Fall 1999	1513	995 66%	364 37%	283 19%

Source: IR Data Warehouse, September 2002.

English Sequence: ENG071 → ENG101

ENG071 - Fundamentals of Writing, emphasizes the fundamentals of sentence, paragraph, and multi-paragraph structure, which are prerequisite skills for successful completion of ENG101 - First Year Composition.

Students who enrolled in Developmental English ENG071 were followed for two years after course completion to determine if they had enrolled in and passed ENG101. The table that follows shows information about five cohorts of students. Here are a few facts about the Fall 1999 cohort, the most recent cohort that has had a full two-year window in which to enroll in CRE101:

- 59% of students in the Fall 1999 cohort successfully completed ENG071.
- 79% of the students in the Fall 1999 cohort who successfully completed ENG071 enrolled in ENG101 within two years. This has increased slightly over prior years.
- 36% of students in the Fall 1999 cohort successfully completed ENG101 within two years of completing ENG071. This proportion has increased slightly over the last five years.

Term	Cohort: Students Enrolled in ENG071	Students Who Complete ENG071 with A,B,C,P	Students Who Complete ENG071 with A,B,C,P and Enroll in ENG101 Within 2 Years	Students Who Complete ENG071 and ENG101 with A,B,C,P Within 2 Years
Fall 1995	2254	1349	1044	714
		60%	77%	32%
Fall 1996	2111	1303	999	727
		62%	77%	34%
Fall 1997	2150	1311	965	704
		61%	74%	33%
Fall 1998	2183	1389	1068	775
		64%	77%	36%
Fall 1999	2182	1298	1021	776
		59%	79%	36%

Source: IR Data Warehouse, September 2002.

Math Sequence: MAT120,121 or 122 → MAT142,150,151 or 152

MAT120,121 or 122 - Intermediate Algebra, focus on algebraic operations that are prerequisite for courses in the beginning College Mathematics and Algebra sequence (MAT142,150,151 or 152).

Students who enrolled in one of the Developmental Math courses MAT120, 121 or 122 were followed for two years after course completion to determine if they had enrolled in and passed any one of the first courses in the College Mathematics and Algebra sequence MAT142, 150, 151 or 152. The table that follows shows information about five cohorts. The Fall 1999 cohort, the most recent cohort that has had a full two-year window in which to enroll in MAT142, 150,151 or 152 is highlighted below.

- 53% of students in the most recent cohort, Fall 1999, successfully completed either MAT120, 121 or 122.

- 77% of the students in the most recent cohort, Fall 1999, who successfully completed MAT120, 121 or 122 enrolled in MAT142, 150, 151, or 152 within two years. This percent has been increasing for the past five years.
- 33% of students in the Fall 1999 cohort successfully completed MAT142,150 or 151, or 152 within two years of completing MAT120, 121 or 122. This percent has increased slightly for the last five years.

Note: Intermediate Algebra, MAT120, 121 or 122, draws a high enrollment. Upon successful completion, these students enroll in the College Mathematics and Algebra sequence. Thus, this sequence is the focus in this year's report.

Term	Cohort: Students Enrolled in MAT120,121,122	Students Who Complete MAT120,121,122 with A,B,C,P	Students Who Complete MAT120,121,122 with A,B,C,P and Enroll in MAT142,150,151,152 Within 2 Years	Students Who Complete MAT120,121,122 and MAT142,150,151,152 with A,B,C,P Within 2 Years
Fall 1995	5634	3135 56%	2330 74%	1770 31%
Fall 1996	5384	2931 54%	2267 77%	1738 32%
Fall 1997	5416	2870 53%	2192 76%	1738 32%
Fall 1998	5709	3006 53%	2342 78%	1829 32%
Fall 1999	5854	3121 53%	2395 77%	1922 33%

Source: IR Data Warehouse, September 2002.

Summary/Implications: Developmental Education

Developmental education courses (courses below 100 level) emphasize fundamentals and basic skills that are prerequisites to 100 level MCCD courses. Developmental courses account for just over 9% of the Fall FTSE and 16% of the Fall headcount. Student success in moving from the developmental courses to 100 level courses tends to vary by developmental area. Students in three Developmental course sequences were followed for two years. Of students who began in the Developmental Reading sequence, 19% of students in the most recent cohort had successfully completed the first college level course in Reading within two years; of the students in the Developmental Math and Developmental English courses, approximately 31-33% and 32-36% enrolled in and successfully completed the first college level course in those subjects, respectively, within two years.

III. Workforce Development

GOAL 1:
STUDENTS COMPLETE OCCUPATIONAL PROGRAMS AND COURSES WITH SKILLS SOUGHT BY THEMSELVES OR EMPLOYERS.

a. What is the annual student enrollment in occupational courses?

Student enrollments in occupational program courses have reached the 269,000 level the past two years. This is a duplicated headcount, since students may be enrolled in more than one occupational course during the same term. The rate of successful course completion is 79-80%.

Fiscal Year	Enrollments in Occupational Courses	Number of Successful Completions (A,B,C,P)	Percent of Successful Completions
1996-97	203899	158024	78%
1997-98	210193	166895	79%
1998-99	245986	199005	81%
1999-00	261804	209961	80%
2000-01	275727	217069	79%
2001-02	269044	215031	80%

Source: IR Data Warehouse, with year defined as Summer II, Fall, Spring, and Summer I.
Enrollments were counted at end-of-term, and include students who withdrew during the term.

b. What is the number of completed certificates and/or AAS degrees in a given year?

During FY 2001-02, MCCD awarded 1516 AAS degrees and 7283 certificates. This is an increase of slightly over 100 in the number of degrees but a decrease of roughly 2800 certificates. The drop can be attributed to a decrease in one college's awards in their out-of-state law enforcement technology program as well as a decrease in the number of students completing the airline operations program following the events of September 11, 2001. The top ten certificate programs requiring 1-30 credits and 30 or more credits are shown in the following two tables. The third table shows the top ten AAS Degree programs. These occupational areas are of most interest to students and may have the most employment opportunities.

Rank	CIP Code	Top Ten Certificate Programs Requiring 1-30 Hours	Number of Awards FY2001-02
1	129999	Personal & Miscellaneous Service[1]	1217
2	430102	Corrections/Correctional Administration	831
3	511613	Practical Nurse (L.P.N. Training)	499
4	510904	Emergency Medical Technology/Technician	472
5	490106	Flight Attendant	429
6	511614	Nurse Assistant/Aide	311
7	521204	Bus. Systems Networking & Telecommunications	203
8	521201	Mgmt. Information Systems & Business Data Processing	172
9	130499	Education Administration and Supervision, Other	168
10	430106	Forensic Technology/Technician	129
		Total for Top 10 Certificates	4431

[1] Program includes customer service training for a variety of specific fields, such as credit card service, utilities, and human services.
Source: IR Data Warehouse, October 10, 2002.

Rank	CIP Code	Top Ten Certificate Programs Requiring 30 or More Hours	Number of Awards FY2001-02
1	430107	Law Enforcement/Police Science	1081
2	511613	Practical Nurse (L.P.N. Training)	291
3	521201	Mgmt. Information Systems & Business Data Processing	58
4	460201	Carpenter	52
5	200401	Institutional Food Workers & Administrators, Gen.	49
6	511614	Nurse Assistant/Aide	47
7	510205	Sign Language Interpreter	46
8	470607	Aircraft Mechanic/Tech., Airframe	36
9	460302	Electrician	31
10	479999	Mechanics & Repairers	31
		Total for Top 10 Certificates	1722

Source: IR Data Warehouse, October 10, 2002.

Rank	CIP Code	Top Ten AAS Degree Programs	Number of Awards FY2001-02
1	511601	Nursing (R.N. Training)	355
2	521201	Mgmt. Information Systems & Business Data Proc., Gen.	95
3	430107	Law Enforcement/Police Science	94
4	430203	Fire Science/Firefighting	70
5	521204	Bus. Systems Networking & Telecommunications	67
6	510602	Dental Hygienist	56
7	040501	Interior Architecture	53
8	470604	Auto/Automotive Mechanic/Tech.	46
9	150303	Electrical, Elctrnc. & Comm. Engin. Tchnlgy./Tchncn.	34
10	129999	Personal & Miscellaneous Service	33
		Total AAS Degrees Awarded	903

Source: IR Data Warehouse, October 10, 2002.

c. What is the evidence of student satisfaction with completion of the goal to achieve workforce skills?

Direct feedback from students, in the form of evaluations and surveys, is the most common method used to assess student satisfaction with their occupational programs. Many of the colleges reported high levels of satisfaction from students. Other positive measures include program completion rates, pass rates on certification tests, enrollment growth, hiring rates and starting wages.

d. What is the percent of occupational program students employed in the State of Arizona within 3 years of entry into the community college? e. What is the evidence of wage increase (mean or percentage increase) and employment status over time?

This discussion focuses on the employment and wage status of 3,536 students who completed vocational programs at Arizona community colleges during FY 1999-00 (Carl Perkins III completers cohort). The student files, submitted by colleges in Arizona to the Arizona Department of Economic Security (DES), were populated with wage data from the DES Unemployment Insurance Base Period Wage database. All personal identifiers, including name of college attended, were removed and the files were returned to MCCD. Since MCCD students could not be identified separately, all Arizona community college students are addressed in this discussion, which covers the second year of Carl Perkins III implementation.

Some limitations in the Carl Perkins III study include:

- The DES Unemployment Insurance Base Period Wage database only contains wage information for companies doing business in Arizona that are guided by unemployment insurance law.
- Only students who were in the Arizona labor force are included.
- The quarterly wage of $3,750 (equivalent to an annual wage of $15,000) was used as an indicator of full employment, and a $0 quarterly wage as an indicator of not in the workforce.
- Students with $0 quarterly wage were removed from calculating average wages for the respective quarters.
- Ten outliers were excluded from calculations. These were extremely high wages that did not continue into subsequent quarters suggesting possible movement out of these jobs.

Attending college tends to be associated with an increase in wages over a given period of time for this cohort of students, which comprised 58% females. Over 40% of this cohort completed an Associate in Applied Science degree, while another 40% completed certificates (primarily certificates of 1-15 hours, followed by 16-30 hours, and then certificates of 31-45 hours).

For students who completed a vocational program at an Arizona community college in FY 1999-00 the full employment rate increased from 27% at quarter 1 of 1998 to 53% at quarter 2 of 2001, an increase of 98% over a period of 14 quarters. Upon completion or nearing completion of a vocational program, over 50% of the program completers are in full employment and earning at least $3,750 each quarter. This is an increase of nearly 90% of the percentage that are fully employed at the start of their vocational program compared with several quarters after program completion.

The average quarterly wage of the program completers increased overall from quarter 1 of 1998, to quarter 2 of 2001. The average wage increased from $3,947 for quarter 1 of 1998, to $6,674 in quarter 2 of 2001. This is an average increase of $2,727, or 69% over a period of 14 quarters.

Over the period of 14 quarters, males' average quarterly wage increased from $4,698 to $7,493, a 59% increase, while females' average quarterly wage increased from $3,412 to $6,111, a 79% increase. The average wage by ethnicity shows that whites had the highest average wage, followed closely by three groups, Asians, Hispanics, and Blacks. The data for Native Hawaiians is

too limited to draw any conclusions. The average wage increase patterns tended to be similar across ethnic groups.

The younger age groups had lower average wages but higher rates of increase over time. Average wage tends to increase over quarters, regardless of the age group involved. The youngest age group (16-19 years) had the lowest average wage prior to completing their vocational programs. This may be because younger people are more likely to work part time at the beginning and have lower pay because of less experience. In contrast, older adults recorded higher average wages prior to completing their programs, given the high likelihood that they would have been in the labor market and gained more work experience and skills.

All age groups showed increases in average quarterly wages. From quarter 1 of 1998 to quarter 2 of 2001, the average wage increased 359% for the youngest age group (16-19 years) and increased 115% for those 20-29 years of age. The other three age groups (30-39, 40-49, 50+) had increases of 48%, 37% and 34%, respectively, in average quarterly wages.

Completion of occupational programs appears to be positively correlated with increasing numbers of students employed full time and with increasing wages over time, regardless of demographic characteristics.

f. What is the evidence of employer satisfaction with preparedness of MCCCD students for the positions they hold in business and industry?

Each college and skill center responded to this question for each broad category of partnership. The categories are apprenticeships, computer-related, language/communication, management/administrative, medical/health care, online teacher education, technology/workforce training, automotive, custom, and other.

In general, most of the colleges rely on similar methods of gathering feedback for most categories of partnerships. Direct feedback from students, in the form of evaluations and surveys, is the most common method used. The second most common source of feedback is from employers. Employer input comes from their participation on advisory committees and responses to employer/partner surveys. The other common source of feedback is faculty, in the form of formal program reviews, as well as informal course modifications and improvements.

Additional strategies for seeking feedback include broader surveys of industries and communities, student outcomes assessments, graduate surveys, and annual cohort reviews as outlined by the Carl Perkins III Act.

Many of the colleges reported high levels of satisfaction from students and employers in the various categories of partnership programs based on survey responses. Other positive measurements cited include program completion rates, pass rates on certification tests, enrollment growth, hiring rates, and starting wages. (Note: A comprehensive report of college responses is available in the Center for Workforce Development.)

GOAL 2:
MARICOPA COLLEGES WILL COLLABORATE WITH PRIVATE, PUBLIC, AND COMMUNITY PARTNERS TO IDENTIFY AND RESPOND TO RECRUITMENT, TRAINING, AND EDUCATIONAL NEEDS.

a. What is the evidence of partners who indicate satisfaction with services that meet their employment needs, measured on an annual basis?

Employer input comes from their participation on advisory committees and responses to employer/partner surveys. Colleges report high levels of satisfaction from employers in the various categories of partnership programs based on survey responses. Typically, satisfaction surveys are specifically linked to industry-specific training needs. Colleges regard repeat training opportunities as good indicators that the training provided is meeting partner needs. Other positive measurements cited include program completion rates, pass rates on certification tests, enrollment growth, hiring rates, and starting wages.

b. What is the number/names/purpose of organizations by college, number of persons trained; number of contract training hours generated?

First, a partnership is defined by the MCCD Occupational Administrator's Council (Spring 2002) as:

> *"The most fundamental shift in business thinking is the shift away from self-reliance toward a new model that places more value on alliances. No alliance is permanent. The best matches are fluid and elastic, changing as new opportunities and pressures arise. The secret is not just to align once but to do so over and over again to gain competitive advantage." (The New Economy: Guide for Arizona by the Morrison Institute for Public Policy)*
>
> *A partnership/alliance is an active working relationship among business/industry/government and educational institutions to serve common customers/students. The partnership may have one or more of the following characteristics:*
> - *Mutual benefit (human, fiscal, material resources)*
> - *Shared information*
> - *Shared responsibility*
> - *Common goal*
>
> *Some value-added benefits of partnerships include the building of capacity, partnering skills, and resource leveraging.*

Each college and skill center reported activity for each of their unique partnerships. For the purposes of this report, broad categories of programs were defined so generalized statements could be made. Those categories are apprenticeships, computer-related, language/communication, management/administrative, medical/health care, online teacher education, technology/workforce training, automotive, custom, and other. Please note that some partnerships within a given category award credit to students, others track contact or clock hours. (Note: A comprehensive report of college responses is included in the Appendix.)

Two categories accounted for more than half (51.8%) of the 45,634 persons trained in partnership programs. The leading category was customized partnerships, certificates and

degrees. Language/communication programs were a close second. The number of people trained under these categories was 11,940 and 11,704, respectively. The following chart is a summary of activity, by category, for FY 2001-02.

	Number of Persons Trained by Types of Partnership Programs		
Type of Partnership	Persons Trained	Credits Earned	Clock Hours
Apprenticeships	3,585	6,654	5,315
Computer-related training	3,180	1,805	9,592
Language/communication	11,704	12,149	489,035
Management/administrative	3,415	1,759	12,968
Medical/health care	4,392	9,669	2,431
Online teacher education	1,935	21,360	--
Technology/workforce training	2,397	2,383	1,633
Automotive	907	407	2,400
Custom	11,940	92,887	1,800
Other	2,179	3,766	24,705
Totals*	45,634	152,839	549,879

Source: Center for Workforce Development.

Summary/Implications: Workforce Development

Student enrollments in occupational program courses have reached 269,000 (duplicated headcount) the past two years. The majority of certificates are concentrated in personal and miscellaneous services, which include specialized customer service training for business and industry, in corrections/correctional administration, in a variety of health services fields such as practical nursing, nurse assistant, and emergency medical technology, and in flight attendant certification. AAS degrees have been awarded primarily in nursing, followed by management information systems and police science. Certificates outnumber AAS degrees nearly 5:1. Colleges also partner with area businesses to provide specialized training opportunities.

DES wage data suggest that completing vocational programs is associated with increased wages and increased full time employment.

Colleges report high levels of satisfaction from students and employers in the various categories of partnership programs based on survey responses and additional requests for training. Other positive measurements cited include program completion rates, pass rates on certification tests, enrollment growth, hiring rates, and starting wages.

Overall, the colleges suggest programs could be improved with increased student recruiting and advisement, improved job-placement activities, and increased funding for these efforts. Another common theme cited by several colleges was ensuring flexibility in responses to partner needs. Examples include offering alternative delivery methods, such as delivery of services in languages other than English, and providing rapid program responses to industry changes. Further effort will be directed toward developing an improved system for tracking the achievement of student goals. (Note: A comprehensive report of responses from colleges and skill centers is available in the Center for Workforce Development.)

IV. Student Development Services

GOAL 1:
STUDENTS WILL BE PROVIDED PROGRAMS AND SERVICES THAT FURTHER INCREASE RETENTION AND SUPPORT THEIR LEARNING, EDUCATIONAL AND EMPLOYMENT/CAREER GOALS.

In March 2002, the Governing Board amended this goal statement to include language that addresses retention. Initial discussions have begun in order to establish consensus on a definition for retention. Other critical activities to be undertaken include establishing appropriate monitoring measures, collecting data, and preparing a report that looks at retention from a district wide perspective.

The August 2002 Strategic Conversation entitled: "What Promotes Successful Learning and What Prevents It?: A Look at Student Retention", served as the first forum for a discussion since the amendment to the goal statement. Retention was discussed as: keeping the classroom full, students staying until goals are met, number of students who come back, and the number of graduates. Attrition was viewed as: students leaving and a gpa indicator below a certain baseline. MCCD is in the process of developing a definition of retention that will be based on district consensus. Preliminary information on retention was gathered for this monitoring report, with a more comprehensive review on retention scheduled for November 2003 reporting.

a. What is the evidence of student satisfaction with programs and services in support of their learning and employment/career goals?

The Deans of Student Services typically use the Noel-Levitz Student Satisfaction Inventory to formally assess aspects of their educational experience that students believe are most important. Students at four colleges who were surveyed during the 2001-02 school year rated these survey items as most important: classes are scheduled at convenient times, quality of instruction, ability to register for desired classes with few conflicts, safe campus, adequate and safe parking, variety of classes, and cost. Feedback from students also is routinely sought using surveys or focus groups, and by requesting feedback from student groups. Colleges are developing responses to feedback that will guide the development and implementation of new policies and procedures in areas of concern to students.

b. What are the student services provided by colleges, which support student learning, educational and career goals?

Programs and services are established at each college within MCCD to provide support and guidance to students. Programs and services are available to prospective students, such as high school classroom visits, campus visits, and re-entry services; to enrolling students, such as advisement, placement testing, and orientation; to current students, such as counseling and day care; and to completing students, such as career and placement services, and university transfer advisement. Students have the opportunity to participate in varied clubs and activities to complement both their learning and their personal interests.

All colleges report that the provision of student services is in ongoing revision and development based on feedback from both staff and students. One current focus is to provide "one stop" assistance using either web or "in-person" resources. Several colleges are moving toward cross-

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training staff so that students can be served seamlessly within each of the functional areas in student services. Some colleges are moving services off site to better serve their students, as well as adding services "off-hours", or exploring new formats for providing services. For example, AdvisorTrac is a web-based student sign-in and tracking system that maintains continuous documentation of student progress during each visit to Advisement Center. Online links, such as "askadvisor", let students ask questions off-site. Student requests for services increase each year and colleges are seeking creative ways to respond to that demand in effective and cost-efficient ways.

While the process of developing a formal definition and monitoring measures for retention is ongoing, an initial examination of the various functional areas within student services was conducted from the perspective of how the colleges viewed these areas as serving to "increase retention and support learning, educational and career goals for students". The types of areas reviewed were: academic advising, admissions and records, adult re-entry/senior adults, assessment, career services/job placement, child care services, counseling, disability services, financial aid, and others. Academic advising was identified as providing students the opportunity to develop an academic plan tailored to their unique circumstances, as well as assisting with the university transfer process. Other areas such as admissions and records, new student orientation, and counseling provide students with needed information related to their goals and personal success during the college experience. In addition, support services are extended to students with special needs, such as first generation, low income, and disabled.

The table that follows illustrates the programs and services that are available to students according to the functional areas in student development services:

Functional Area Within Student Services	Examples of Specific Programs and Services	Examples of Numbers of Students Served at Individual Colleges
Academic Advising	AdvisorTrac New Student Orientation Dual Enrollment	9587-20000+ in-person 50000+ phone contacts 3900 online interactions 2209 ESL advisement 2050-EArmyU
Admissions, Records and Registration	Multiple Vehicles for Information Dissemination: oral (in-person and telephone), print, web	114000+ transactions 29140-37229+ phone calls 15770+ applications processed 7677 transcripts verified 5661 drop/adds
Adult Re-Entry/Senior Adults	POWER	550-3200 served
Assessment	ASSET COMPASS CELSA HCC GED Exams	1601 – 23000+ Assessments 964 dual enrollments 24 proctored tests 64400+ tests scanned 1397 GED completers
Athletics	Intercollegiate Teams for Men and Women Study Halls Advisement, Tracking, and Monitoring	140 – 500 athletes monitored 26+ athletic trainer interns

Table Continues...

Functional Area Within Student Services	Examples of Specific Programs and Services	Examples of Numbers of Students Served at Individual Colleges
Career and Placement Services	Maricopa Recruiter Career and Placement Services Web Site Greater SW Aviation Maintenance Symposium Career Resource Library	1000-12961+ in person 14690 online hits per month 23+ workshops 50+ employer meetings
Child Care	On-Site Facilities Camp Gecko (Summer Program) Vouchers for Off-Site Care Site for Child Study Observations for Students in Child/Family Studies or Psychology Intern Placement Special Events Child Care Saturday Child Care Child Care Newsletter for Parents	59-420 parents served 23 children at Camp Gecko 2 intern placements 40 high school student observations 20 Head Start teachers 21590-32385 hours of child care service 24+ service learning students
College Safety	Medical Assists Escorts Student ID's	1000+ daily assists 35 medical assists 3490+ escorts
Counseling	Credit classes to explore career interests, develop academic skills, increase cultural competency Mentoring Services Life101 Workshops Career Counseling Personal Counseling Crisis Counseling Student Advocacy First-Year Student Program	569-5609 personal counseling appointments 280 in CPD courses
Disability Resources and Services	Tailored services to meet unique needs of students	163-6598 transactions 2376 advisements 237 test proctoring 115 learning assistance
Financial Aid/Veterans Services	Veterans Services Scholarships Federal Work-Study Program Saturday Office Hours High School/Library Information Nights College Goal Sunday Veteran Benefits Enrollment Verification Orientation Advisement	2000-13173 in-person 200-300 weekly job postings 10-134 work study placements 900-1000+ reached through presentations 18546+ awards
International Education Program	International Educational Activities Programs and Services for International Students	900-1000+ students
Minority Services	Multicultural Affairs Program American Indian Center	18-3543 served by programs 1800-9000 outreach
Recruitment	High School Visits Corporate Recruitment Preview Days Campus Tours Education Fairs Academic Fiesta Education Counselor Day STRIVE Advisement Update Luncheon AzTEC	4847 students met with off-site 2500 students given tours 405 online interactions 2489 visits with recruiter 116 campus tours

Table Continues...

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Functional Area Within Student Services	Examples of Specific Programs and Services	Examples of Numbers of Students Served at Individual Colleges
Senior Adult Program	Non-Credit Technology/Computer Classes Non-Credit Adult Curriculum	175-7903 enrollments
Special Admissions	Enrollment services to high school, GED, and home schooled underage students Liaison between parents and faculty	1170 enrollments 257 orientations
Student Activities/Student Life	Speakers' Forum Student Recognition Day Black History Events Cinco de Mayo Celebration Communication International Days Career Fair Student Public Policy Forum Student Leadership Workshop Fall & Spring Follies	50-3170+ participants per event

Source: Deans of Student Services.

c. What is the use of employment/career services by employers and students in a given year?

The "Maricopa Recruiter" served as an online job line for MCCD. In September 2002 it was replaced by the "Maricopa Career Network". The 2001-02 district-level statistics about the use of The Maricopa Recruiter were not recorded before the website was taken offline, and thus are not available for this report. The new Network is a free online service that allows job seekers to post their resumes and access job listings. The central job board features both local and national employment opportunities, and the site also contains information about job fairs, workshops, and other events to assist students with employment. The service is made possible through a partnership with College Central Network (CCN), a leading application service provider of web-based career office management systems to community colleges.

d. What are the multiple measures of student academic achievement of learning outcomes as a result of student development services?

Determining appropriate measures of student academic achievement which reflect the contribution of student development services remains a difficult and complex task, and is an area in which the Deans of Student Services and the Deans of Instruction may wish to collaborate in the future.

GOAL 2:
STUDENTS WILL BE PROVIDED PROGRAMS AND SERVICES THAT SUPPORT THEIR PERSONAL GROWTH AND CITIZENSHIP DEVELOPMENT.

a. What is the evidence of student satisfaction with programs and services that support their growth and development?

The Deans of Student Services typically use the Noel-Levitz Student Satisfaction Inventory to formally assess aspects of their educational experience that students believe are most important. Students who were surveyed during the 2001-02 school year rated these survey items as most important, regardless of college attended: classes are scheduled at convenient times, quality of instruction, ability to register for desired classes with few conflicts, safe campus, adequate and safe parking, variety of classes, and cost. At one college, students added

academic advising/counseling and concern for the individual to those aspects of their educational experience that they believed to be most important. In general, students were satisfied with their experiences with each of these. Feedback from students also is routinely sought using surveys or focus groups and by requesting feedback from student groups. Colleges are developing responses to feedback that will guide the development and implementation of new policies and procedures in areas of concern to students.

b. Are students provided programs and services by colleges, which support their personal growth and citizenship development?

Each college in the district provides programs and services that support the personal growth and citizenship development of its students. For example, counseling provides the opportunity for the personal development and understanding necessary for students to become more productive citizens. Service projects teach students about their communities and help them become more involved. When students serve as guides or hosts at college events they develop communication, organizational, and leadership skills. Students who serve on committees practice decision-making. Travel experiences sponsored by the colleges broaden students' understanding of the larger world. Athletic participation trains students to deal with success, frustration, failure, and diversity, and to function as a member of a team.

c. What are the number and types of student leadership/student life, service learning, and volunteer opportunities?

There is a variety of student leadership/student life, service learning, and volunteer opportunities available at the colleges. Here is a sampling of the number and types of opportunities available to students:

Student Leadership/Life:

First Year Experience (YRE)	"Into the Streets"
Peer Mentor Program	Assoc Student Government
MCCD Leadership Workshop	AIDS Awareness Week
Fall and Spring Leadership Retreats	Emerging Leaders Program
Candidates' Forum	Student Leadership Council
Student Public Policy Forum	

Service Learning, Community Service and Volunteer Opportunities:

ACE Plus Program	Cultural Awareness Week
Camps and Clinics	Future's Expo
"Reading Across America"	Coffee Nights
Boys and Girls Club Clinics	Parades (as representatives of their college)
Wellness Week	Noche de Fiesta Dance
Recycling Program	Holiday Star Program
Hunger Banquet	Thanksgiving "MacBreakfast"
Blood Drives	Women's History Month Luncheon
"Into the Streets"	Spring Fling
Adopt-a-Family	Breast Cancer Awareness
Luau	Voter Registration
Christmas Drives	Hunger Banquet
Volunteer Fair	Adopt-A-Family
Peer Mentor Program	Adopt-A-Class Reading
Coyote Days	Note-takers and Readers for Students with
Generation's Prom	Disabilities
New Student Orientation	Campus Ambassadors

Table Continues...

Student Clubs and Organizations:

Clubs Carnival	Inter-Tribal Student Organization
Am Society Interior Designers	Movimento Estudiantil Chicano de Aztlan
Admin of Justice Studies	Phi Theta Kappa
Baptist Student Union	Psi Beta
Black Student Union	Sigma Phi Sigma Tau Chapter
Environmental Action Club	ASMCC
Exercise Science and PE Club	Mind/Body/Spirit Association
Geology Club	Human Services Club
International Students Association	Razazs Unidas
Latter-Day Saints Student Organization	Partners in Art
Performing Arts Student Organization	Native American Student Association
Hispanic Student Organization	Club Ed
International Cultural Exchange Club	Computer Club
Future Teachers of America	Business Club
Christians in Action	Environmental Club
Recreational Outing Club	Geology Club
Student Christian Association	Alternate Lifestyle Student Organization
Writers Guild	The Essence of Color
Veteran's Club	Eagle Feather
	Student Nurses Association

Source: Deans of Instruction, Deans of Student Services, and MCCD web site.

Summary/Implications: Student Development Services

Spring of 2002 served as the starting point for addressing issues specific to retention. A common definition for retention that is used district wide, as well as specific monitoring measures, are being identified for use in compiling the November 2003 monitoring report.

Programs and services are established at each college within MCCD to provide support and guidance to students. Programs and services are provided to prospective students, such as high school visits and re-entry services; enrolling students, such as advisement and placement testing; assisting current students, such as counseling and day care; and transitioning students completing programs, such as career and placement services and university transfer advisement. Students have the opportunity to participate in varied clubs and activities to complement both their learning and their personal interests.

The Deans of Student Services typically use the Noel-Levitz Student Satisfaction Inventory to formally assess those aspects of their educational experience that students believe are most important. Students who were surveyed during the 2001-02 school year rated these survey items as most important, regardless of college attended: classes are scheduled at convenient times, quality of instruction, ability to register for desired classes with few conflicts, safe campus, adequate and safe parking, variety of classes, and cost. At one college, students added academic advising/counseling and concern for the individual to those aspects of their educational experience that they believed to be most important. In general, students were satisfied with their experiences with each of these. Feedback from students also is routinely sought using surveys or focus groups and by requesting feedback from student groups. Colleges are developing responses to feedback that will guide the development and implementation of new policies and procedures in areas of concern to students.

The Maricopa Recruiter, the MCCD online job line, was replaced by the "Maricopa Career Network" to offer expanded services to both students and employers.

V. Continuing/Community Education

GOAL 1:
COMMUNITY MEMBERS WILL BE PROVIDED OPPORTUNITIES FOR PERSONAL INTEREST/DEVELOPMENT TO INCLUDE: 1) ACCESSIBILITY TO COLLEGE FACILITIES AND SERVICES AS APPROPRIATE (LIBRARIES; RECREATIONAL/ATHLETIC FACILITIES; ARTS PROGRAMS; INTERNET/TECHNOLOGICLA DELIVERY; COURSES OF A VOCATIONAL NATURE TO INCLUDE LEISURE, WELLNESS AND SPECIALIZED TRAINING); AND 2) FORUMS, DIALOGS FOR BALANCED VIEWS OF CONTEMPORARY CIVIC AND PUBLIC ISSUES.

a. What is the evidence of community member satisfaction with opportunities for personal interest and development?

Individual colleges routinely conduct evaluations of their programs to determine satisfaction. The vast majority of students (in the 90% range depending on college and program) were satisfied or very satisfied overall. Surveys of partners' satisfaction with their community college partnership indicate the colleges met or exceeded partner expectations. Colleges provided detailed plans to further determine how they can better serve recipients of future programs. Colleges also report that participation in programs and the number of collaborative partnerships continues to increase, providing indication that colleges are achieving their goals in these areas.

b. What programs and services are provided by colleges?

Throughout the year the colleges offer a variety of non-credit workshops, classes, and courses to the public. These cover a wide range of topics, including personal enhancement; professional development, such as resume composition, and workplace and management skills; physical fitness and health, including stress reduction through accepted and alternative methods; crafts and theatre; personal awareness and growth; technology; and courses and classes geared to senior residents. MCCD also is an important source for lectures and forums, sports and fitness, theatre, music and visual arts, civic involvement, and community enrichment opportunities that are open to the public. A sampling of programs and services provided to the public follows:

Performing arts:	Dance It Out, A Cappella and Ja 'Zaz Choir, theatre productions such as Under Milk Wood and Boys of Winter, Kidz Summer Musical Theatre, concerts by symphonic bands and orchestras, jazz orchestras and bands, vocal ensembles, a guitar quartet, an open jam session; chamber music, a vocal recital "The History of Opera", World Music Marathon featuring ensembles performing music from four continents, a Latino Music Festival, and in December, holiday music concerts, both vocal and instrumental.
Visual arts:	"Mythical Women and Others" a show in acrylics, gallery exhibitions in ceramics, photography and printmaking, and student holiday art sales. Film offerings include Silent Comedy Shorts and a Silent Film Series; also the New Horizons International Film Festival "Losing Geography, Discovering Self—Four Stories About Eight Women."
Intellectual or personal growth:	"Are You an Eagle or a Turkey? Live Up to Your Potential," a lecture series "Dimensions and Directions of Health: Choices in the Maze," the Psychology Evening Lecture Series, a lecture on multicultural music, and town hall-style seminar on "Natural and Medical Solutions for Depression and Anxiety."

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Civic and community issues:	Presentations on Morrison Institute for Public Policy's report "Five Shoes Waiting to Drop" that focuses on five trends that affect Arizona's future, political debates and voter forums; MCDD partners with outside agencies to provide special interest presentations, such as "Living with Schizophrenia and Other Mental Illnesses," "Understanding Your Social Security Benefits," and "55 Alive Mature Driving." Water Safety Day is an annual event. "Empty Bowl" commemorates World Hunger Day. A candlelight vigil was held in response to the events of September 11, 2001. Voter registration is provided as is tax assistance.

Source: Deans of Instruction.

The public can access online resources through individual college and district web sites, and is welcome to use library facilities and materials. Checkout privileges are available with some restrictions. There is a technology open house. MCCD fields men's and/or women's teams in football, basketball, baseball, soccer, tennis, golf, softball, track and field, and cross country. Seasonal sport events are open to the public. Running tracks, tennis, and racquetball courts and gymnasiums at individual campuses are open to the public when not in use for classes. Fitness centers located at several campuses are open to the public.

MCCD is home to KJZZ, the valley's listener-supported public radio station, and KBAQ (co-partnered with ASU) which features classical music. Cox digital cable channel 130 provides entertainment, and cultural, educational, and informative programming to the public. Two colleges, soon to be three, support dining services staffed by culinary arts students that are open to the public.

GOAL 2:
THE MARICOPA COMMUNITY COLLEGES WILL HAVE COLLABORATIVE PARTNERSHIPS AND PROGRAMS WITH ELEMENTARY SCHOOLS AND HIGH SCHOOLS AND OTHER HIGHER EDUCATION INSTITUTIONS TO INCREASE THE NUMBER OF STUDENTS THAT MATRICULATE TO THE COLLEGE LEVEL.

a. What percentage of recent high school graduates attends our colleges?
The most recent numbers from the Arizona Department of Education suggest that 34% of Maricopa County high school graduates attend an MCCD college within one year of graduation. This percent has not received final confirmation.

b. What programs provide for outreach and recruitment?
The colleges each have developed outreach and recruitment programs that target the needs of specific students within their service areas. One such program is the Multicultural Affairs Program. This program targets Native American Students, those with limited English skills, immigrants and refugee students, and first generation economically and educationally disadvantaged students. Colleges align their programs with limited-English programs within their service areas to facilitate the enrollment of limited-English students. Collaborations with social service agencies facilitate a system of referrals of students who could benefit from community college enrollment opportunities. The Multicultural Affairs program collaborates to serve as an outlet for student recruitment and college enrollment. The anticipated impact of these increased efforts will be increased enrollments of diverse students and will provide indicators for added initiatives that could be developed to increase community linkages.

A second example is the AzTEC program. The focus of this program is to recruit under-represented high school students, returning students, instructional aides and education majors to the colleges. This program assists students to establish educational and career goals, and supports students with tutoring and study groups, an individualized educational plan, educational and student development workshops, mentoring and referrals, and transfer support to the three Arizona universities. Below is a sampling of outreach and recruitment activities at each of the colleges:

College	Sampling of Types of Programs and Services:
CGCC	Preview Days, AZ High School/College Relations Council Fall 2001 Tours, Education Fairs, Campus Tours, High School Visits, Center for Gifted Youth (Partnered with Chandler, Gilbert, Higley, Queen Creek, Mesa Unified School District, and San Tan Academy), Dual Enrollment Intergovernmental Agreements, Partnerships with Chandler Regional Hospital, The Leadership Center, AIMES, East Valley Think Tank.
EMCC	AMAS (Achievement in Math and Science), Career Services, Career Fair, College Goal Sunday, High School/Library Nights, Three Free Credits, Community Education Program (Dysart High School and Pendergast Elementary School Districts), Financial Aid, Genesis West (Partnered with Agua Fria, Tolleson, and Dysart High School Districts), High School Visits, Campus Tours, Summer Bridge Programs, America Reads.
GWCC	EXPLORATHON (Partnered with American Association of University Women), Career Services (Partnered with Phoenix One-Stop Centers and other Community Agencies), Summer Bridge Program, College Goal Sunday, Fresh Start Career Program, Campus Tours, Pre-College Planning for Wilson High School Students.
GCC	Elementary School Visits, High School Recruiting, High School Preview Days, High School Counselor Workshop, Corporate Outreach, Member Arizona Educational Consortium, Dual Enrollment (Partnered with 23 High Schools, and Includes Collaboration with ASU-West to enroll students in University-College Center), Pre-ACE Plus Program (Partnered with Garcia Middle School), ACE Plus Program, Vision Program, Readfest, Chemistry Open House, Arizona Science Olympiad, Articulation Agreements with 15 High Schools, AzTEC.
MCC	REACH, Dual Enrollment (Partnered with EVIT and 4 East Valley School Districts), DECA Conference, Scholarships fro At-Risk Students (AIMES/MESA, East Valley Teacher Corps, African American Student Success), Concurrent Enrollment, ESL, MESA Broaden), Summer Science Camp for Children, State Endorsement Programs for K-12 Teachers, HOPE, East Valley Health Academy, Geology Outreach Program.
PC	Elementary Schools, Dual Enrollment (Partnered with Phoenix Union High School District), ACE Program, Testing (High School Students in the Home School Environment), High School and Community visits, Athletics (High School Games and Tournaments), AzTEC.
PVCC	Learning Connections Consortium (Careers in Education, Counseling and Advisement), Bridges Program, SUCEED Program, Diversity, Math Reform, Science Reform, Faculty and Staff Development, Honors, Service Learning, Fine Arts.
RIO	Dual Enrollment, Ottawa, Governor's State, Western Governor's University, Army University, Access Online, Community College of the Air Force (Pathways to Baccalaureate and Other Degrees).
SCC	Cave Creek School District, American Indian Program, International Education Program, High School Campus Visits, Dual Enrollment, Paiute Neighborhood Center, Cheyene Traditional School, St. Daniel's Elementary, NAU (Pathways to Interior Design Program and Interactive Classroom (HRM) bachelor's degree), SRPMIC.
SMCC	ACE Program, Multicultural Program, VITA, College Goal Sunday, High School Campus Visits, Career Fairs, Campus Tours, Dual Enrollment, Financial Aid Workshops.

Source: Deans of Instruction.

c. What is the evidence that outreach programs (programs which include enrollment in college credit classes) meet the criteria for minimum standards established by the Arizona Council of Academic Administrators and approved by the State Board of Directors for Community Colleges of Arizona?

All colleges report full compliance with the requirements of R7-1-709 governing the offering of community college courses in conjunction with area high schools. The number of MCCD's Dual Enrollment courses and locations and total enrollment appear in the table below. Though Dual Enrollment courses were available in more locations this year, the number of courses decreased from prior years. Student enrollment was 213 less than the prior year. The Dual Enrollment course completion rate was 94%.

Year	Number of Dual Enrollment Course Locations	Number of Dual Enrollment Courses	Number of Students in Dual Enrollment Courses (Unduplicated Headcount)
1999-2000	102	948	11,147
2000-2001	108	981	11,390
2001-2002	120	872	11,177

Source: Report on Community College Courses Offered in Conjunction with High Schools, September, 2002.

d. What are the high school graduation and college-going rates within two years of high school graduation of students who participate in outreach programs compared to their class? (College-going rates will be limited to Arizona colleges and universities.)

Currently there is no mechanism by which to address this measure. Ability to monitor the higher education enrollments of students who participate in outreach efforts would assist colleges in their recruitment efforts.

One view of the likely college-going rates, at a district-wide level, can be gauged from MCCD's Admission of Students Under the Age of Eighteen for Fall 2001-02. Of the 20,530 students under age 18 enrolled in a community college in Arizona in 2001-02, over 12,703 students were enrolled at MCCD colleges, a 62% market share.

Summary/Implications: Continuing/Community Education

The colleges routinely seek evaluation of their offerings from the participants, and use the information to update classes and expand offerings to meet evolving community needs and interests. Colleges conduct evaluations of their programs to determine satisfaction. Generally, 90% of students were satisfied or very satisfied with the continuing and community education opportunities. Surveys of partners' satisfaction with their community college partnership indicate colleges met or exceeded expectations.

The most recent numbers from the Arizona Department of Education suggest that 34% of Maricopa County high school graduates attend an MCCD college within one year of graduation. This percent has not received final confirmation.

All colleges report full compliance with the requirements of R7-1-709 governing the offering of community college courses in conjunction with area high schools. Over 11,000 students are enrolled in dual enrollment courses through the colleges.

MCCD continues to respond to the continuing and community education needs of the public. The colleges provide an ever-increasing array of opportunities for personal growth and development, such as professional development, personal awareness, wellness and fitness, as well as opportunities in the arts, sports, and civic awareness. A growing range of opportunities exists for our senior citizens. College facilities are available to the public.

VI. Diversity

In March 2001, the Governing Board adopted a formal diversity goal statement that reads: **Students will be served by faculty and staff who reflect the communities we serve and who create an environment of equity and mutual respect of each person.**

The information contained in this report serves as the first formal review of the diversity goal. Throughout MCCD, many events and activities in support of diversity take place on an on-going basis. The magnitude of everything that occurs at the various college locations has not been captured in this monitoring effort. This is not viewed as a negative, but instead as an example of how the value and importance of diversity is becoming a more natural part of the culture of the organization. For the purpose of monitoring the Board goal, certain activities were selected in order to examine a more systemic perspective of our diversity efforts. Particular guidance in establishing the structure for diversity monitoring was provided by the Diversity Advisory Council.

In May 2001, the former Diversity Steering Committee was renamed the Diversity Advisory Council and was charged, in part, with assessing the effectiveness of the District's response to the Governing Board Goal on Diversity. The Diversity Advisory Council, which encompasses a broad representation of employees (over 40 members), held a series of meetings to discuss the goal on diversity in order to identify expected outcomes for the goal statement. The group identified three topical areas: *Classroom Climate/Campus Environment, Student Outcomes Related to Diversity, and Workplace Diversity.*

a. Classroom Climate/Campus Environment

The council recommends that this outcome be reviewed by determining the level at which students feel welcome and experience a sense of belonging at their campuses during a given academic year, as well as the level of satisfaction with services provided to students. Individual colleges presently use tools such as the Noel-Levitz survey to gauge student satisfaction with college services. However, capturing student attitudes from a district-wide perspective will involve a coordinated effort that the council hopes to help facilitate during the coming year. An online student survey that focuses on campus climate issues is a recommended tool to capture information from a district-wide perspective.

b. Student Outcomes Related to Diversity

This category of outcomes is related to the available opportunities that are provided through curriculum, programs, services, and co-curricular activities to help students learn about, work, and interact with persons from different backgrounds.

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Curriculum

For the purposes of this report, two areas were reviewed for diversity curriculum: the Diversity Infusion Program and the Arizona General Education Curriculum (AGEC) courses that satisfy awareness in areas related to Cultural Diversity in the United States, Global Awareness, and Historical Awareness.

Diversity Infusion Program

The Diversity Infusion Program, which began five years ago, was created to ensure that the value of diversity was instilled within the curricula of the college system by promoting the "infusion" of diversity issues and perspectives into and throughout courses. By encouraging faculty to incorporate diversity issues, examples, and resources into the courses they teach, this effort has offered new perspectives to teaching and learning. Presently 23 faculty and 6 student interns are participating in the program for the 2002-03 academic year. Additional information regarding the Diversity Infusion Program is available in Appendix A.

Arizona General Education Curriculum

The AGEC is a program of study for students that plan to transfer to an Arizona public community college or university. The AGEC encompasses a 35-semester-credit program of study that satisfies lower division general education requirements for students pursuing an associate degree in arts, business, and science. In working toward the AGEC program of study, students are required to pursue core and awareness areas. Specific courses are designed to provide students the opportunity to learn about Cultural Diversity in the United States, Global Awareness, and Historical Awareness. The cultural diversity area requirement promotes awareness of and appreciation for cultural diversity within the contemporary United States; the global awareness area looks beyond the United States and recognizes the need for an understanding of values, elements, and social processes. The Historical Awareness area was established to help students develop knowledge of how the past can be useful in shaping the present and future.

Programs and Co-curricular Activities

Functional areas in student services such as adult re-entry/senior adults, disability, minority, and veteran's services, as well as multi-cultural affairs and international student services specialists provide an avenue of support for particular student populations. A wealth of opportunities is also extended to students through a variety of clubs, organizations, and other co-curricular activities that take place at our colleges (i.e., monthly cultural celebrations, speakers, forums, service learning oppo: tunities). Student clubs range from academic discipline, cultural, social, and religious to other special interests.

c. Workplace Diversity

The monitoring activity for this section of the report reviews diversity-related training for employees, as well as the perceptions of employees on the climate of the work environment. An important component for the success of workplace diversity is to provide opportunities for employees to achieve a level of competency in how individuals relate to each other. From a district-wide perspective, numerous such opportunities existed for employees during 2002. The conversation of employees of the Maricopa Community Colleges attaining or possessing diversity-related skills was a major topic during the past year for the Diversity Advisory Council. As ways are sought to illustrate how the Board Goal on diversity is being achieved, competency (i.e.,

behaviors and attitudes extended to work effectively in cross-cultural situations) will serve as a major assessment factor.

Four training areas were highlighted in this report: professional development opportunities organized through the Maricopa Center for Learning and Instruction (MCLI), diversity related courses presented by the Employee Organizational Learning Team (EOLT), the Diversity Employee Training Program, and the Women's Leadership Mentor Program:

- Learning opportunities provided by the Maricopa Center for Learning and Instruction that were geared directly toward faculty, including an overview of the Faculty in Progress Program (FIPP) and learning grants awarded for diversity projects, are covered in Appendix B.
- In regards to the concepts of equity and mutual respect, the Employee Organizational Learning Team offered a broad range of courses related to trust, getting along, change, and dealing with differences. During FY 2001-02, the EOLT presented over 30 diversity-related courses with more than 650 attendees. A list of courses is presented as Appendix C.
- As part of the efforts of the Diversity Advisory Council, the Diversity Employee Training Program coordinated activities, events, and training sessions in support of the diversity goal and value statement, and demonstrated a growing emphasis on the concept of intercultural competence. The Program offered nearly 40 training opportunities for 793 employees. Additional information related to the Diversity Employee Training Program is covered in further detail in Appendix D.
- Another avenue for professional development is offered through the Women's Mentoring Program. Established two years ago under the direction of the Women's Leadership Group and the MCCD legal department, this program was designed to support upward mobility for female employees. To date, 42 women have completed the program. A summary of the mentoring program is presented in Appendix E.
- Finally, in April 2002, the Diversity Advisory Council developed a survey to gauge employee attitudes and concerns regarding diversity. Eleven hundred persons responded to the survey, where 72% responded that individuals should learn to appreciate and respect our individual differences. A summary of the climate survey results is presented as Appendix G. The full results are posted online at: www.dist.maricopa.edu/eod/diversitysurvey/

d. Demographic Data

Basic demographic data were gathered in order to gain an understanding of both our students and workforce. For students, Maricopa Trends data showed the following for Spring 2002:

Ethnicity		**Age**	
American Indian	2.7%	15-19	23.8%
Asian	3.8%	20-24	27.6%
Black	4.6%	25-29	12.6%
Hispanic	16.8%	30-39	16.2%
White	60.3%	40-49	10.7%
Other	11.8%	50-59	5.0%
		60+	2.1%
		Undeclared	1.9%

Gender	
Male	41.3%
Female	54.0%
Undeclared	4.6%

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In terms of persistence (students who continue from fall to fall) the following percentage of students attended during Fall 2000 and Fall 2001:

Ethnicity		**Age**	
American Indian	26%	15-19	38%
Asian	28%	20-24	26%
Black	26%	25-29	21%
Hispanic	28%	30-39	20%
White	29%	40-50	17%
Other	16%	50-60	12%
		60+	7%
		Undeclared	11%
Gender			
Male	34%		
Female	23%		
Unknown	10%		

The review of employee makeup relative to minority and gender status was consistent with the parameters established for affirmative action practices. Minorities are underutilized in seven job group areas, and females are under-represented in ten. Underutilization looks at the composition of both the labor force and our workplace demographics. Job group areas where minorities are underutilized include specialists in professional occupational/vocational fields, skilled crafts, and in faculty positions such as art/music/drama, health care, math/computer science, science, and vocational/technical. Females are underutilized in executive positions, lower level professional job groups, technical/paraprofessional (i.e., budget analysts, technical, engineers, lab technicians, as well as math/computer science and social science faculty positions. Additional information regarding minority and female underutilization is available in Appendix F.

Summary/Implications: Diversity

Diversity is a topic that has many different perspectives and interpretations. Without defined outcomes, the expectations of the goal statement are not entirely clear. A primary focus of the Diversity Advisory Council during this past year was to dialog about diversity outcomes. Numerous events, efforts, and activities are taking place throughout all levels of the district in the name of diversity.

The move toward identifying three diversity outcomes, Classroom Climate/Campus Environment, Student Outcomes related to diversity (i.e., curriculum) and Workplace Diversity, will help to better assess progress in this area. The 2002 diversity monitoring report establishes the foundation for where monitoring efforts are headed. Future monitoring efforts should work to establish what difference is being made.

At its May 2002 meeting the Diversity Advisory Council discussed strengths, weaknesses, opportunities, and threats in relation to the Maricopa Community College District's ability to address diversity related issues. At its October 4th retreat, it discussed a variety of actions, steps, and activities related to achieving diversity outcomes. The following issues surfaced:

- Establish a clear institutional message on the expectations for diversity;
- Seek a collaborative approach to collecting information from units/divisions that relates to the stated outcomes (i.e., student climate survey, or other instrument to gauge student views);

- Obtain a more consistent leadership commitment at all campuses;
- Be responsive to issues and conflicts that arise;
- Follow up on employee climate survey from last spring;
- Provide training to students through clubs, encourage internships with Diversity Infusion Program;
- Focus on building mutual respect and equity rather than on race and differences;
- Offer incentives for diversity training;
- Provide training for employees that deal directly with students;
- Incorporate diversity training at college level new employee orientations.

The Council has appointed subgroups to continue to formulate the types of activities that it will undertake during the coming year.

VII. Teacher Education

GOAL 1:
MARICOPA COMMUNITY COLLEGES WILL WORK WITH COMMUNITY PARTNERS TO DEVELOP PROGRAMS AND SERVICES TO RECRUIT AND PREPARE STUDENTS TO BECOME PREK-12 TEACHERS TO SERVE OUR COMMUNITIES.
The Maricopa Community Colleges are providing leadership on a local, state, and national level for the recruitment, preparation, and retention of quality and diverse PreK-12 teachers. Several new initiatives, programs, and committees have been created in response to resolving the teacher shortage. These efforts are highlighted in the following measures for the Governing Board Goal on Teacher Education.

a. What is the annual student enrollment in education courses?
Teacher education course enrollments continue to increase as evidenced by the total enrollments over the past three years. For example, 2001-02 duplicated course enrollments grew by 78% when compared to 1999-00 course enrollments and unduplicated student enrollments grew by nearly 44%. Most of the growth is due to new program development at the colleges including the post baccalaureate program at Rio Salado College. The education course enrollment, as defined by the Council for Teacher Education, includes preservice and inservice training courses, early childhood courses, education transfer and elective courses, and post baccalaureate courses.

Enrollments in MCCD Education Courses						
	1999-00		2000-01		2001-02	
Education Course	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated
Early Childhood CFS/ECH	6,076	na	5,888	na	7,040	na
EDU Courses both Transfer and Elective	5,035	na	6,175	na	12,741	na
Total Enrollment for MCCD Education Program	11,111	7,231	12,063	7,643	19,781	10,427

Source: IR Data Warehouse, October 2002.

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In addition, another way to measure student enrollment in current teacher education courses is to measure the number of students who are beginning their educational program and will transfer to one of Arizona's public or private universities. Teacher education students do not declare a major when they begin at the community college. Therefore, one way to measure program increases for the Maricopa Community College District's transfer student population is to measure enrollment in the three education courses that are required for two of the three public universities and that transfer into all of the public and private university teacher education programs. These courses are recommended foundation courses by most of the community colleges and provide a field based observation/participation component for future teachers. While the numbers do not reflect unduplicated students, they show the increase in teacher education courses within the Maricopa Community Colleges over the recent three year period.

	Student Enrollments in EDU Transfer Courses			
EDU Course	1999-00	2000-01	2001-02	% Growth 1999-02
EDU 221- Intro to Education	608	607	1,518	150%
EDU 222- Intro to Exceptional Learner	858	942	1,698	98%
EDU 230- Cultural Diversity in Education	1,168	1,928	2,034	74%
Totals	2,634	3,477	5,250	99%

Note: The enrollments in this table are duplicated counts. Students may be enrolled in multiple courses during the same term or year. Students pursuing fields other than education may choose these courses as electives.
Source: IR Data Warehouse, October 2002.

a. What is the annual number of students who graduate from certificate and degree programs?

The following table shows that 172 education students were awarded certificates and degrees during the 2001-02 academic year. This number may not reflect the total number of education students who will complete degrees because many of the programs are new and students have not completed the program requirements. In addition, students complete an Associate in Arts degree that is not currently specific to teacher education. There is a new statewide degree in Teacher Education that is being developed in collaboration with university and school partners. This new degree will make it easier to track elementary education students. The New Student System will allow for students to declare a major, which will improve data collection about education majors at our colleges. The table that follows shows the number of students with certificates and degrees.

Program	Major Code	Certificate/Degree	Offered	# Degrees/ Certificates 2001-02
Adolescent Studies	5357	Certificate	PC	0
Bilingual Endorsement	5127	Certificate	MC, PC	NP[1]
Child Care	5358	Certificate	MC, PC	NP
Child Care Administration	5356	Certificate	PC	3
Classroom Management for Infants, Toddlers, and Preschool Children	5019	Certificate	PC	3
Developmental Disabilities Specialist Certificate	5034	Certificate	CG, GC	13
Early Childhood Development	5360,5376	Certificate	SC, SM	2
Early Childhood Education	5016, 5374	Certificate	GC, PV	21
Early Childhood Lead Teacher (MOR)	5373	Certificate	GC	2
Early Childhood Teacher Aid (Special Needs)	5362	Certificate	CG	0
Early Childhood Teacher Assistant (Special Needs)	5361	Certificate	CG	1
Education Technology	5761	Certificate	GW	1
ESL Endorsement	5126	Certificate	MC, PC	NP
Infant Toddler Development	5353	Certificate	SC	2
Instructional Asst. Program	5119	Certificate	MC, PC	NP
Reading Endorsement	5128	Certificate	MC, PC	NP
AAS Child Development	3357	Degree	MC	0
AAS Early Childhood Development	3360, 3361	Degree	SC, SM	3
AAS Early Childhood Education	3374, 3836	Degree	GC, PV	23
AAS Early Childhood Education w/Emphasis on Special Development Needs	3362	Degree	CG	0
AAS Degree in Instructional Assistance	3119	Degree	MC, PC	NP
AAS in Teacher Assisting	3574	Degree	MC	5
Education – Elementary AA/SR	7052	Degree	All	0
Education – Secondary AA/SR	7054	Degree	All	0
Education - Secondary AS/SR		Degree	All	0
Education – Special AA/SR	7056	Degree	All	0
Education, Early Childhood AA/SR	7050	Degree	All	0
Elementary Education – ASU Main ATP	9101	Degree	All	36
Elementary Education – ASU West ATP	9201	Degree	All	54
TPD-Elem Ed ASU Main	9021	Degree	CG, EM, MC, PC, SM	3
TPD-Elem Ed ASU West	9031	Degree	CG, EM, GC, PV	0
Total				172

[1]Note: NP = New Program.
Source: IR Data Warehouse and Deans of Instruction.

In addition, many flexible delivery courses and programs were developed at all colleges during the reporting year 2001-02. SCC developed a fast track, field based post baccalaureate program and RSC expanded their online post baccalaureate program. SMCC delivered the Dynamic Learning curriculum at Murphy and Roosevelt K-12 district sites, PC's Urban Teacher Corps offered evening courses for paraprofessionals, a bilingual teacher assisting program was developed at MCC and PC, Grow Your Own programs were offered at K-12 districts by CGCC and MCC, GWCC developed an Urban Teacher Corps partnership offering classes to local districts, and PVCC developed the Teacher Connection in partnership with Paradise Valley K-12 schools. EMCC and GCC developed 2+2+2 programs and participate in the Arizona Teacher Excellence Coalition (AzTEC) program.

A Teacher Preparation Charter High School is being developed for students who want to become teachers. The school will train students using dynamic teaching and learning methodologies and field based experiences. It will be operated by SMCC and PC and will be the first of its kind in the nation. The school will serve about 80 students ages 14 - 21 and is scheduled to open in Fall 2003.

Undersecretary of Education Dr. Eugene Hickok visited SMCC and stated that he was pleased to see the Maricopa Community Colleges combating the teacher shortage in innovative ways. He was very impressed with the teacher education students in SMCC's Dynamic Learning Program, an exemplary teacher education program offered in partnership with ASU.

c. Measure the number/names/purpose of partners/organizations by college and the number of persons trained.
All colleges have partnerships with their surrounding communities and K-12 school districts. The purpose of establishing partnerships was best defined by the recent Occupational Administrator's Council and exemplifies the following quote:

> *"The most fundamental shift in business thinking is the shift away from self-reliance toward a new model that places more value on alliances. No alliance is permanent. The best matches are fluid and elastic, changing as new opportunities and pressures arise. The secret is not just to align once but to do so over and over again to gain competitive advantage." (The New Economy: Guide for Arizona by the Morrison Institute for Public Policy)*
>
> *A partnership/alliance is an active working relationship among business/industry/government and educational institutions to serve common customers/students. The partnership may have one or more of the following characteristics:*
> - *Mutual benefit (human, fiscal, material resources)*
> - *Shared information*
> - *Shared responsibility*
> - *Common goal*
>
> *Some value-added benefits of partnerships include the building of capacity, partnering skills, and resource leveraging.*

The colleges have developed many partnerships with businesses, K-12 districts, and service agencies to recruit, prepare, and retain teachers and substitutes, and to support early childhood

programs and services in the surrounding communities. Partnerships have also been developed to address the new federal legislation "No Child Left Behind" to educate all paraprofessionals who work with students in schools receiving Title II funds.

The following table showcases the variety of partnerships that have been developed to train future teachers or to recruit students and share information. Over 75 partnerships are described.

Name of Partner for 2001 - 2002	Purpose of Partnership	# Trained
Chandler-Gilbert Community College		
Teachers: Today and Tomorrow K-12	Recruitment, transfer for preservice teachers	
Cultivating Our Roles in Education K-12 (C.O.R.E.)	Recruitment, transfer for preservice teachers	
Chandler Unified School District, Chandler-Gilbert Community College, ASU East Collaboration (CCACC)	Recruitment, transfer for preservice teachers	
AIMS: Instructional Strategies for Teachers	Professional development for inservice teachers	
Project ENABLE	Recruitment, transfer of bilingual education majors (East Valley schools and ASU Main)	
San Tan Teacher Education Partnership: Recruitment Committee	Recruitment, high school counselors in Maricopa County	
San Tan Teacher Education Partnership: Advisory Board	Advisory and meet with reps from transfer institutions and local schools	
San Tan Teacher Education Partnership: Field Experience Partnership	Placement service for Service Learning at Chandler Unified School District (current), Gilbert Public Schools (in progress)	
East Valley School Districts: Mesa, Apache Junction, Higley, Queen Creek, Gilbert, Chandler, Tempe	Service Learning placement	400+
ASU East	Transfer Partnership	
ASU Main	Transfer Partnership	
NAU	Transfer Partnership	
U of A	Transfer Partnership	
ASU East	Course sharing (EDP310 at CGCC Williams)	
Hamilton High School	Service Project (Book Joy Jamboree)	
Chandler High School	Service Project (Dr. Seuss Birthday Party)	
Total		**400+**
Estrella Mountain Community College		
Avondale Elementary School District	Quality, comprehensive instruction	22
Pendergast School District	Teaching internships	
Dysart Unified School District	Networking opportunities	

Table Continues...

Agua Fria Union High School	Increase participation from under-represented groups	21
Millennium High School	Increased participation for prospective 1st generation college students	
Tolleson Union High School	Recruit preservice teachers	4
Westview High School	Recruit preservice teachers	54
ASU West	Supports seamless transfer	59
Westside Impact	Quality, comprehensive instruction	14
Total		**144**
Glendale Community College		
AzTEC	To recruit quality students into teacher education as a profession through early outreach	178
Glendale Elementary School District	Prepare instructional aides to obtain their Bachelor's degree in education	37
Westside Headstart	Prepare instructional aides to obtain their ATP in Elementary Education, BAE in Education	4
Isaac Elementary School District	Prepare instructional aides to obtain their Bachelor's degree in education	2
Washington School District	Prepare instructional aides to obtain their Bachelors degree in education	4
Glendale Union High School District (all 9 schools in district)	Students in High School Teacher's Club participate in 2+2+2 programs at GCC and ASU West in order to obtain their educational degrees	Recruiting
ASU West	Aid in transition from College to University	25
NAU	Aid in transition from College to University	2
ASU Main	Aid in transition from College to University	5
Peoria Unified School District	Prepare instructional aides to obtain their Bachelor's degree in education	10
ASU West	On site advisor, once a week, to advise those transferring to ASU West in Education	350
	Orientations for Education transfers, conducted at GCC	200
	EDP 310 – Educational Psychology – taught by ASU West faculty on GCC campus	8
Early Childhood Partnerships with Various schools and agencies	GCC is partnereing with 26 schools and organizations to provide child and family services/early childhood development course work to child care workers leading to a degree in Child and Family Studies or Early Childhood Leadership	566
Other Activities	Chemistry Day, Science Olympiad, Readfest, campus tours.	Open to all GCC students
Total		**1,391**

Table Continues...

GateWay Community College		
ASU Main	Recruit and transfer pre-service teacher education students	New program
Mesa Community College		
ASU Main/East	Seamless transfer for preservice teacher education students and students receiving ESL/BLE endorsements.	900+
Mesa Public School District	Grow Your Own Teacher programs offered for practicing teachers to earn ESL/BLE endorsements.	100+
Evelyn H. Warren Development Lab	Teaching opportunities	400+
Total		**1,400**
Phoenix College		
AzTEC	To recruit quality students into teacher education as a profession through early outreach	25
Urban Teacher Corps/ASU Main and Surrounding K-12 Districts	Grow your Own for K-12 Districts to support urban para-professionals to achieve community college and university teacher education	23
ASU ATP Partnership	To support seamless transfer of students to the College of Education	203
Total		**251**
Paradise Valley Community College		
ASU West/Paradise Valley Unified School Dist.	To provide a 2+2+2 pathway to an education degree and teaching certificate thru ASU West	25
Central Arizona College	To access Department of Economic Security (DES) grant funding subsidizing tuition, fees, and approved textbook costs for eligible students pursuing the Child Development Associate credential	45
Agelink Intergenerational Child Development Center, Lincoln Learning Center, Paradise Valley Community College Child Development Center	To provide classes in early childhood education for staff eligible for DES funding and who are pursuing the Child Development Associate credential	35
Washington Elementary School District, Paradise Valley Unified School District and other local early childhood centers	To provide internships for students pursuing the Certificate and/or Associate of Applied Science degree in Early Childhood Education	8
Total		**113**
Rio Salado College		
Cartwright School District	Gain Special Education teaching certificate	7-15
Scottsdale Unified District	Gain Elementary and Secondary Teaching certificate	8
Total		**23**

Table Continues...

Scottsdale Community College		
Scottsdale Unified School District	Service Learning at Schools for students in education courses	25
Tavan Elementary	Parent Training	15
Yavapai Elementary	Parent Training	15
Total		**55**
South Mountain Community College		
Carl Hayden High School	Recruitment for Dynamic Learning Program	3
Cesar Chavez High School	Recruitment for Dynamic Learning Program	5
Corona Del Sol High School	Recruitment for Dynamic Learning Program	3
Desert Vista High School	Recruitment for Dynamic Learning Program	2
Marcos De Niza High School	Recruitment for Dynamic Learning Program	1
McClintock High School	Recruitment for Dynamic Learning Program	2
Mountain Point High School	Recruitment for Dynamic Learning Program	8
North High School	Recruitment for Dynamic Learning Program	1
South Mountain High School	Recruitment for Dynamic Learning Program	10
Roosevelt Elementary School District	Internship for Dynamic Learning Program	20
Creighton Elementary School District	Internship for Dynamic Learning Program	16
Tempe Union High School District	Internship for Dynamic Learning Program	20
Awakening Seed	Internship for Dynamic Learning Program	12
Roosevelt School District	Substitute Teacher Training	34
American Airlines	Substitute Teacher Training	3
Motorola	Substitute Teacher Training	5
PVCC	Substitute Teacher Training	1
EMCC	Substitute Teacher Training	4
Qwest	Substitute Teacher Training	2
City of Phoenix (Head Start)	Early Childhood Education	150
Roosevelt School District	Early Childhood Education	105
Gila River	Early Childhood Education	45
Total		**452**

Source: Deans of Instruction and the National Center for Teacher Education.

In addition, the National Center for Teacher Education was created to support the Teacher Education Partnership Commission and the development of the National Association of Community College Teacher Education Programs. The focus of these efforts provides leadership to develop partnerships and programs locally, statewide and nationally to recruit, prepare, and retain a quality and diverse workforce in teacher education.

The Teacher Education Partnership Commission expanded its leadership role to include statewide representation for community colleges, universities and K-12 districts. Additional collaborative partnerships are underway to streamline the efforts of transfer students through the development of a statewide Associate of Arts Degree in Elementary Education. In addition, the National Association of Community College Teacher Education Programs supports partnerships and provides resources and model programs to community colleges statewide and nationally to help develop quality teacher education programs. Currently, there are more than 200 members from over 90 institutions.

*d. **Measure the percent of education baccalaureate degree graduates with community college transfer credits: 1-11.9, 12-23.9, 24-31.9, 32-47.9, 48-63.9, 64+ and their average GPA's.***

MCCD does not have permission to obtain the number of *persons* earning degrees at the universities through ASSIST. Only information about MCCD students is accessible through ASSIST. The table that follows shows the number of education baccalaureate degrees awarded at ASU Main, ASU West, NAU, and U of A to students who have credits from MCCD. There has been no significant increase in the number of degrees awarded to MCCD students since 1996; a decrease has occurred since 2000 due to new degree requirements and other factors.

Bachelor Degrees Awarded to Students With MCCD Credits				
Campus	Degree	1998-99	1999-00	2000-01
ASU Main	BAEd	362	389	280
ASU West	BAEd	309	316	345
NAU	BA in LSt	4	2	5
	BS in Ed	151	156	123
U of A	BAEd	27	23	28
	BS in Ed	5	9	10

Source: ASSIST, October 2002.

The following table shows the average GPA's for MCCD transfer students at the conclusion of their first term in the Colleges of Education at each of the three universities.

First Term GPA's of New Students with MCCD Credits						
	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
ASU Main	3.07	3.02	3.07	3.09	3.15	3.14
ASU West	3.49	3.40	3.49	3.29	3.39	3.30
NAU	2.87	3.18	3.34	3.21	3.20	3.31
U of A	-	-	-	-	-	-

Note: U of A enrollments are too small to provide meaningful data.
Source: ASSIST, October 2002.

*e. **Examination of University Enrollment Trends:***

The following information shows the enrollment trend between Maricopa Community Colleges teacher education students and transfer to ASU Main. The first table shows the total number of students who transfer with MCCD credits in the same fall semester compared to the total

number of new transfer students into the College of Education at ASU Main for fall semester only. Again the numbers show that Maricopa Community Colleges transfer about half of the new transfer students who enroll at ASU Main's College of Education.

	New Students to ASU Main College of Education					
	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
New Students with MCCD Credits	274	261	255	286	254	256
Total New Students	na	598	475	562	568	542
% New Students with MCCD Credits at College of Education		44%	54%	51%	45%	47%

Source: ASSIST and ASU web site, October 2002.

The following table demonstrates the number of credits the students transferred into the College of Education to continue their educational program. The data show that the largest group of students who consistently transfer to the College of Education transfer between 48 - 63 credits. This means that most of our transfer students stay within the Maricopa Community Colleges to complete their AGEC or General Studies courses.

	Number of New Students who Transfer Credits to ASU Main College of Education					
Number of Credits Transferred	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
1-11 credits	38	41	43	53	47	53
12-23 credits	31	22	21	33	30	30
24-47 credits	59	67	48	60	56	48
48-63 credits	82	79	97	93	79	82
64+ credits	64	52	46	47	42	43
Total Number of New Students with MCCD Credits	274	261	255	286	254	256

Source: ASSIST, October 2002.

Finally, the last table shows the number of students enrolled with prior Maricopa credits compared to the total enrollment in the College of Education at ASU Main. This demonstrates that over 65% of the students who are enrolled in the College of Education have completed courses at the Maricopa Community Colleges.

	Enrollments at ASU Main College of Education					
	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Total # Students with MCCD Credits	1227	1315	1279	1258	1092	1135
Total Enrollment	na	1867	1765	1754	1668	1694
Students with MCCD Credits as % of Total	-	70%	72%	72%	65%	67%

Source: ASSIST, October 2002.

Summary/Implications: Teacher Education

The local, statewide, and national interest in teacher education demonstrates that teacher education is an important issue that requires serious attention. Information on a national level indicates that two million new teachers will be needed in the next decade.

This is the first year for monitoring the Governing Board Goal in Teacher Education. During this first year MCCD has hired a National Director of Teacher Education Programs and created a National Center for Teacher Education. Education faculty have been hired at all of the Maricopa Community Colleges.

The support for the Teacher Education Partnership Commission and the leadership for the new National Association of Community College Teacher Education Programs demonstrate that MCCD can and will provide cutting edge educational options for teacher education students. The National Association currently has more than 200 members from over 90 institutions.

The data clearly show an increase in the number of students enrolled in education courses, as well as an increase in the number of programs and courses developed in flexible delivery formats for all of the Maricopa Community Colleges. The number of education students in the post baccalaureate program and transfer courses shows the pipeline is full of potential candidates who will complete programs of study within the next two to five years and that the Maricopa Community Colleges will greatly contribute to combating the teacher shortage.

During the coming year new programs and services will continue to be developed to meet the needs of the surrounding communities and the local PreK-12 school districts. In addition, cohesive formats for data collection will be established that best represent our teacher education programs.

Summary: Monitoring Governing Board Goals and Measures

Major Findings: Are We Doing What We Say We Are Doing?

- ✓ Yes. This report provides evidence that Maricopa Community Colleges, collectively and individually, are devoted to learning and to ensuring that the public community has effective, innovative, learner-centered, flexible, and life-long educational opportunities.
- ✓ Yes. The colleges monitor whether or not they are doing what they say they are doing, and provide evidence that they use formal and informal feedback to revise and improve their institutions.

How Well Are We Doing?

- ✓ The process of monitoring the Board Goals and Measures is evolving and requires the clarification and refinement of standards and the development of new methods for monitoring progress. Some of the monitoring questions cannot be answered definitively with existing data. As an example, while a new system is in place to assist students with transfer to baccalaureate institutions (AZCAS), the information needed to determine if our goals in promoting this system have been met is not readily accessible.
- ✓ Progress in our ability to capture the successes at the colleges is evident throughout the reporting cycles.

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What Could We Do Better?

- ✓ In conjunction with the leadership councils, a) continue to provide assistance on the clarification and refinement of the goals and measures; and b) refine the monitoring process so that it includes a mechanism for using the information for program improvement.

Are There Things We Should Be Doing As Part of Institutional and System-Wide Effectiveness?

- ✓ Continue to provide multiple year (trend) data, where appropriate, to address monitoring questions. This report made consistent use of multiple year data in the hopes that it better captures the picture of MCCD and gives basis for improved analysis and decision-making.

What Are the Next Steps?

- ✓ Continue to engage in discussions with the Councils to establish priorities for program development.
- ✓ Review current Governing Board Goal statements and Measures and determine if updates and revisions are appropriate.
- ✓ Continue to encourage input from the college communities.
- ✓ Inform the community about our monitoring of the Governing Board Goals and Measures by posting this report on the MCCD web site.
- ✓ Encourage evaluation and feedback from our community and partners.
- ✓ Link the findings presented in this report to the strategic initiatives.

Appendices

I. MCCD Governing Board Goals and Measures
II. Workforce Development
III. Diversity

Measures for Monitoring of Governing Board Goals

University Transfer Education/General Education

1. Students who transfer to a baccalaureate degree granting institution will be prepared to successfully attain their educational goals.
   Measures:
   a. Number and percent of AGEC and transfer pathway completers who transfer within two years of completing the program.
   b. Percent of baccalaureate degree graduates with community college transfer credits: 1-11.9, 12-23.9, 24-31.9, 32-47.9, 48-63.9, 64+.
   c. Number of students who transfer community college credits: 1-11.9, 12-23.9, 24-31.9, 32-47.9, 48-63.9, 64+.
   d. Average GPA of transfer students by university college compared to the average GPA of native students at comparable credit levels who have completed:
      1) 24 community college credits;
      2) a 35-credit AGEC;
      3) an associate's degree.
   e. Total number of new MCCCD students attending state universities annually.
   f. Measures will be compared to Adelman's and other national statistics regarding community college transfers. Source: Arizona State System for Information on Student Transfer (ASSIST).

2. Students will demonstrate post-secondary competencies in communication (writing, speaking, listening), reading, the humanities, science, critical thinking, problem solving, computer and information literacy and mathematics.
   Measures:
   *a. Multiple measures of student achievement of general education outcomes conducted by college faculty and compiled and inventoried by the Office of Institutional Effectiveness in cooperation with the Deans of Instruction and District Student Academic Achievement Assessment Committee (DSAAAC).

3. Students will experience a seamless transfer to baccalaureate degree granting institutions.
   Measures:
   a. Number of students who transfer with an AGEC or pathway degree without loss of credit. Source: ASSIST.
   b. Evidence of student satisfaction with the transfer process. Source: District Survey.
   c. An evaluative report of the MCCCD Course Applicability System (CAS) Implementation project, a project designed to improve the advisement and transfer articulation process. Source: Office of Institutional Effectiveness.

* Each college has individual evaluation parameters set by its own environment and faculty members. Therefore, the means and conditions used to document this goal will be applied relative to the Student Outcomes and Evaluation Plans established by each college. This statement also applies to other measures in this document indicated by an asterisk.

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4. Students will successfully complete certificate and associate degree programs.
   Measures:
   a. Number of completed certificate or associate degrees in a given year. Source: IPEDS Completion Report.

Developmental Education

1. Students will demonstrate competencies in courses below 100 level (reading, mathematics, English), which prepare them for success in college level courses.
   Measures:
   a. Successful course completion rate (grade of C or better) for developmental education courses (credit courses below 100 level). Source: Maricopa Data Warehouse.
   b. Number and percentage of developmental education completers who successfully complete (grade of C or better) a subsequent related course within two years of completing the developmental course. (Courses will be tracked in reading, mathematics, and English). An example of a subsequent course sequence is ENG 071 to ENG 101. Source: Maricopa Data Warehouse.

Workforce Development

1. Students will complete occupational programs or courses with skills sought by themselves or employers.
   Measures:
   a. Annual student enrollment in occupational courses, certificate and degree programs by classes offered in institutional programs (CIP). Source: Maricopa Data Warehouse.
   b. Number of completed certificates and/or AAS degrees in a given year. Source: IPEDS Completion Report.
   c. Evidence of student satisfaction with completion of the goal to achieve workforce skills. Source: District Survey.
   d. Percent of occupational program students employed in the state of Arizona within 3 years of entry into the community college. Source: Carl Perkins II/III Report.
   e. Evidence of wage increase (mean or percentage increase) and employment status over time. Source: CPII Report.
   f. Evidence of employer satisfaction with preparedness of MCCCD students for the positions they hold in business and industry. Source: District Survey.

2. Maricopa Community Colleges will collaborate with private, public and community partners to identify and respond to recruitment, training and educational needs.
   Measures:
   *a. Evidence of partners who indicate satisfaction with services that meet their employment needs, measured on an annual basis. Collated evaluations of major partner programs. Source: College program evaluations.
   b. Number/names/purpose of organizations by college; number of persons trained; number of contract training hours generated. Source: College Deans.

Student Development Services

1. Students will be provided programs and services that support their learning, education and employment/career goals.

   Measures:

   a. Evidence of student satisfaction with programs and services in support of their learning and employment/career goals. Source: Compiled data from satisfaction surveys, graduate follow-up and other surveys.
   b. List of student services by college which support student learning, educational and career goals. Source: College Deans.
   c. Use of employment/career services by employers and students in a given year. Source: Maricopa Recruiter.
   *d. Multiple measures of student achievement of learning outcomes as a result of student development program participation. Source: College Deans.

2. Students will be provided programs and services that support their personal growth and citizenship development.

   Measures:

   a. Evidence of student satisfaction with programs and services in support of their growth and development. Source: Compiled data from satisfaction surveys.
   b. List of programs and services by college that support students' personal growth and citizenship development. Source: College Deans.
   c. Number and types of student leadership/student life, service learning and volunteer opportunities for students in a given year. Source: College Deans.

Community/Continuing Education

1. Community members will be provided opportunities for personal interest and development to include:

   a. Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/technological delivery; courses of an avocational nature to include leisure, wellness and specialized training).
   b. Forums, dialogs for balanced views of contemporary civic and public issues.

   Measures:

   a. Evidence of community member satisfaction with opportunities for personal interest and development. (Data collection may require hiring an outside public opinion consultant at a cost range of $15,000 to $25,000).
   b. List of programs and services by college. Source: College Deans.

2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools and other higher education institutions to increase the number of students that matriculate to the college level.

   Measures:

   a. Percentage of recent high school graduates attending our colleges. Trend data are available. Source: 2040 Report.
   b. List of programs for outreach and recruitment. Source: College Deans.

c. Evidence that outreach programs (programs which include enrollment in college credit classes) meet the criteria for minimum standards established by the Arizona Council of Academic Administrators and approved by the State Board of Directors for Community Colleges of Arizona. These criteria include standards for credit, courses, student admission/placement, faculty certification/evaluation and textbook selection. Source: College Deans.

d. High school graduates and college-going rates within two years of high school graduation of students who participate in outreach programs compared to their class. (College-going rates will be limited to Arizona colleges and universities). Source: Maricopa Data Warehouse and ASSIST.

GOVERNING BOARD GOAL FOR WORKFORCE DEVELOPMENT

Chart 2. Maricopa Colleges will collaborate with private, public and community partners to identify and respond to recruitment, training and educational needs.

Name of College:	Question: How do these partnerships, programs or services support the personal growth and citizenship development of students?	No. of persons trained (for 2001-02):	No. of credit hrs. or contact clock training hrs. (for 2001-02):
Chandler-Gilbert Community College Computer-Related Training: - Microsoft Regional Academy - CISCO Academy - MOUS Authorized Testing Center	Results from the 2000-2001 Graduate Surveys 1. How well CGCC prepared graduates in: - Writing, Excellent to Good - Mathematics, Excellent to Good - Sciences, Excellent to Good - Reading, Excellent to Good - Computer literacy, Excellent to Good - Critical thinking, Excellent to Good - Personal development, Excellent to Good - Information literacy, Excellent to Good - Diversity issues, Excellent to Good 2. Career Preparation - Employed - 83 percent - Full time - 77 percent - Part time - 3 percent - Still seeking employment - 17 percent		
Customized Partnerships: A. Aircraft Wiring for Bombardier Aerospace B. Composite Training for Phx Police Dept. C. Composite Training for Mesa Airlines	These customized partnerships are devoted to specific private, public and community workforce skill training needs. In every instance, these skills will help the individual get a better job or promotion, meet industry-mandated training, etc. These particular partnerships have a direct effect in supporting personal growth; however, citizenship development is difficult to gauge.	34 1 4 10 14	30 hrs. 80 hrs. 80 hrs. 240 hrs. 40 hrs.

D. Avionics for America West Airlines		8	80 hrs.
E. Airbus Familiarization for America West Airlines		22	560 hrs.
F. Composite Training for America West Airlines			
G. ESL for Pilots with United Emirates,		10	8 hrs.
Advanced Training Systems International		12	32 hrs.
A. Small Business Support for small business in Chandler and Gilbert B. Gifted Education Program with Chandler, Gilbert, Higley, & Queen Creek Public School Districts C. Police Supervision for Chandler and Gilbert Police Departments	These customized partnerships are devoted to private, public and community workforce skill training needs as well. However, with these particular partnerships, the skills will not only help the individual get a better job or promotion, meet industry-mandated training, etc, but by the nature of the training, strongly support personal growth and citizenship development.	73	6 credits
<u>Estrella Mountain</u> Apprenticeship/ Internship: Palo Verde Maintenance Internship	This provides local employees employed at Palo Verde the opportunity to advance in their careers.	57	471 credits

Language/ Communication (Workplace Spanish, ESL, Com): ESL (English as a Second Language) Sun Health Pendergast	This partnership provides speakers of other languages with English instruction to help them maintain and obtain employment.	12 70	36 credits 210 credits
Management/Admin TQM - City of Avondale, City of Buckeye, City of Goodyear, City of Litchfield Park, City of Tolleson Supervisory - Rubbermaid Quaker Oats-Statistics	This partnership provides training in Total Quality Management (TQM), customer service, supervision and statistical processes to employers in the West Valley.	85 30 40	90 credits 75 credits 200 clock hrs.
Medical/Health Care: Certified Nursing Assistant Dysart High School	This partnership program provides an opportunity for high school students to be introduced into the health care field and provides preparation for students interested in taking the certified nursing exam.	13	2,142.80 clock hrs.
Technology/Workforce Training & Information Sharing: Manufacturing Industry Alliance - Owens Illinois	This partnership program was funded by a grant and provides employees with math instruction delivered by Estrella Mountain.	39	78 credits
Glendale Community College Apprenticeship:/ Other Training	GCC has partnerships with 30 cities, towns and organizations in the training and eventual employment of students in Administration of Justice, Police Officers, Fire Fighters, and EMT/ Paramedics.	1,017	5208
Computer-Related Training:	GCC has agreements with Cisco and Oracle. GCC also works with the following companies: Lin-Cum Inc, Systems Solutions Inc, Taylord Computers Corp, Charles Schwab,	656	1538

Computer-Related Training: (continued)	Motorola, and the City of Glendale. Students in the Business and Personal Computer and Office Automation Systems are working for a variety of companies.		
Language/ Communication (Workplace Spanish, ESL, Com):	GCC offers courses in sign language, communication, ESL, Spanish and a variety of other foreign languages all of which assist students in communicating more effectively in the world of work. The numbers at the right reflect the combined total of 200 level course enrollments in the above areas.	3412	10,634
Management/ Administrative	Students enrolled in management classes enroll to prepare themselves for further opportunities in the workplace or promotion within their place of employment, and transfer to the university level including ASUW.	251	777
Medical/Health Care: Medical Health Care (continued)	The GCC Nursing program preceptorship provides a 5 week full time internship at the end of the program. GCC has nursing partnerships with Banner Healthcare, T-Bird Samaritan, John C Lincoln, Arrowhead Hospital, Arizona State Hospital, Phoenix Mountain Nursing Center, Phoenix Baptist Hospital, Royal Oaks Life Center, Paradise Valley Hospital, Maryvale Medical Center, Boswell Memorial, Maricopa County Health Dept., Cook Healthcare Center. GCC provides fitness training to seniors covered by the following insurance companies: Intergroup and Pacific Care and HealthCare Dimensions (The Aerobics Instructor and Personal Trainer programs are included in the enrollment figures.)	297	1448
On-Line Education (e.g., teacher)	GCC's offers no on-line teacher education classes at this time. However, on-line classes are planned for the future.		
Technology/Workforce Training & Information Sharing:	The Truck Driving degree program provides students employment opportunities with Swift and Knight	242	647

Technology/Workforce (continued)	transportation companies and other Trucking companies. GCC also works with Best Western Worldwide Hotels, AC Delco, Raytheon and John Deere.		
Automotive Specific:	GCC has 3 factory-sponsored programs including GM, Ford and Daimler Chrysler and a general program. The 3 factory programs provide the college with partnerships with approximately 50 car dealerships statewide. GCC also has an on site partnership with Raytheon/GM and AC Delco and an off site partnership with Ford Motor Company to provide advanced automotive technician training. Students in these programs work at the dealerships as intern automotive technicians while they are attending school. Automotive students not only put into practice what they learn in the classroom, they learn workplace responsibility and appropriate work habits.	85	407
Customized Partnerships, Certificates & Degrees:	GCC awarded Associate of Applied Science degrees and Certificates of Completion in all of its occupational programs in 2001/02.	220-AAS degrees 636-CCL	
Other:	The following support GCC's programs below. Students have been placed in jobs by these employers and these organizations or companies act as advisory committee participants at the college.		
CAD	The CAD program is supported by The CAD Store, Campro Manufacturing, Medtronic MicroElectronics, Star Tech Professional Center, City of Phoenix, Z&H Engineering, AZ Dept of Transportation.	104	279
Early Childhood Education	The Early Childhood Education Program works with Maricopa County Headstart, City of Phoenix, PUSD, Maricopa County Health Dept, YMCA, La Petite Academy, GESD, Upward Foundation, AT Teach	988	2256

	and Play, West Valley Child Crisis Center, Lincoln Learning Center and Pendergast Elementary School.		
Agriculture	GCC's Agriculture program is supported by Arrow Animal Hospital, Progressive Plants Inc, Peoria Sports Complex, Desert Mtn Properties, AZ Landscape Contractors Assn, Habitat for Humanity, AZ Farm Bureau, and AZ Nursery Assn.	24	106
Video Production Technology	Video Production Technology works with ADOT, Maxwell Productions, K-Video Inc, Show and Tell Video, SRP, Skyline Productions, Art In Motion, BLM, VAS Comm and Brockman Productions.	13	39
Graphic Arts / Multimedia	GCC's Multimedia/ Computer Graphics program works with Clear Channel Comm Inc, Spectrum Astro, TRA Corp, Nexus Multimedia, Innovative Graphics, Concept Design Work, Phoenix Magazine, Central Graphics, and Lightspeed Grafx.	41	137
Developmental Disabilities	GCC's Developmental Disability program works with Aztec, Creative Networks, U of A, NAU, Physicians Healthcare, Raising Special Kids Inc, and AIRES Inc.	14	10
Electronics/ Manufacturing Technology	GCC's Electronic Manufacturing /Technology program works with Intel, SRP, Honeywell, Cox Comm, APS, AMEX, Calence Inc, Jet Products, General Dynamics, and Sun Microsystems.	46	186
<u>GateWay Community College</u> Apprenticeship:	The Apprenticeship Program creates both an opportunity for the individual to obtain college credit toward a career and to earn a full time wage, often with benefits. This enables the students to be well-rounded citizens who can support themselves and/or a family. In addition, they become a citizen who	2,478	971

	pays taxes and contributes to society and the community. Partners: Partners: (continued)	APS Palo Verde, Arizona Builders Alliance, AZ Field Ironworkers JATC, AZ Millwright JATC, AZ Roofers JATC, Asbestos Workers JATC, Central AZ Carpenters JATC, Glaziers JATC, PHX Brick/Tile Setters JATC, Phoenix Electrical, PHX Painters and Decorators JATC, PHX Pipe Fitting Trades JATC, Phoenix Sheet Metal JATC, Plasterers and Cement Masons, Salt River Learning Center		
Computer-Related Training: Partners:	As the college identifies potential training partners, we encourage life-long learning as a bonus to the employer. Offering coursework for credit encourages students to establish broader educational goals. Lifelong learning supports both personal growth and citizenship development. Arizona Dept. of Environmental Quality, Bank of America, Cisco Systems, Inc., City of Tempe, Good Samaritan, IT Works, Life Care Centers of Arizona, Peskind, Hymson & Goldstein, Navy Reserves, Rogers Corporation, Sprint.	947	128
Language/ Communication (Workplace Spanish, ESL, Com): Partners:	Students choose to take Spanish, ESL, and Communications classes to expand their professional and personal growth as well as to make themselves more marketable. Any study of language or communications involves learning about other cultures as well as increased self-awareness of one's own language and culture. This can lead to more informed and knowledgeable citizens. Bricklayers Apprenticeships Program, City of Tempe, City of Phoenix Police Dept., John C. Lincoln, Scottsdale Health Care Osborn.	222	21
Management/ Administrative	The training in this area develops leadership, problem solving, conflict resolution, and communication skills,	407	17

	which contribute to personal growth and a more informed citizenry. Bank of America, Bashas, City of Phoenix, City of Tempe, Eason & Waller, Modern Industries, IT Works.		
Partners:			
Medical/Health Care: Partners:	The curriculum includes concepts related to personal growth and citizenship development of the students. Health care ethics and legal issues provide perspectives on students and health care workers as members of society. In the nursing program, students have the opportunity to perform community service through service learning projects and clinical experiences in the community. Arizona Heart Hospital, Desert Samaritan Hospital, Good Samaritan Hospital, Lincoln Health Care, Maricopa Integrated Health System, Omnicare of Arizona, St. Joseph's Hospital Sun Health.	185	35
Technology/Workforce Training & Information Sharing: Partners:	Student personal growth is achieved through the process of education and training. The student should be able to advance in their careers and add value to their organizations and the community. Arizona Tooling and Machining Association, City of Phoenix, City of Tempe, CKS Auto Parts, Continental PET, Eason & Waller, Excalibur, Goodrich, Honeywell, In-Line, Maricopa Community Colleges, Modern Industries, Progressive Roofing, Quaker Oats, Southwest Safety Foundation.	749	19 21 Contact Hrs.
Automotive Specific: Partners:	Automotive training enables students to develop and enhance their knowledge and skills, which contributes to workforce development and their own personal growth. Toyota, Nissan.	800	3 Contact Hrs.

Mesa Community College Computer-Related Training: Computer-Related Training: (continued)	Articulated courses with the area high schools: Mesa, Chandler, Gilbert, Apache Junction, Queen Creek.	Over 60 high school teachers and students successfully completed the Microsoft Office User Specialist (MOUS) certification exam. Awarded 10 AAS Degrees in CIS and 3 Certificates of Completion. The Network Academy awarded 17 AAS degrees and 1 Certificate of Completion.	
Management/ Administrative	Articulated courses with the area high schools: Mesa, Chandler, Gilbert, Apache Junction, Queen Creek.	Awarded 30 AAS Business degrees; 15 Certificates of Completion.	
Medical/Health Care:	Articulated courses with the area high schools: Mesa, Chandler, Gilbert, Apache Junction, Queen Creek. Local area hospitals partner with MCC's Nursing Program to offer students clinical experience. MCC partners with the Boswell Memorial Hospital (Sun Health) to offer a collegiate nursing education program. MCC partners with Banner Health in the Essential Career Pathways Project.	Awarded 98 AAS Nursing degrees and 223 Certificates of Completion. Awarded 4 AAS degrees in Paramedicine.	
Education (e.g., teacher)		Awarded 5 AAS in Teaching Assistance Degrees and 1 Certificate of Completion.	

Technology/Workforce Training & Information Sharing:	Articulated courses with the area high schools: Mesa, Chandler, Gilbert, Apache Junction, and Queen Creek. Intel sponsors the Technology Career Day on Campus and approximately 100 students and their parents attended.	Awarded 55 AAS degrees in various Technology related fields and 43 Certificates of Completion.	
Automotive Specific:	Articulated courses with the area high schools: Mesa, Chandler, Gilbert, Apache Junction, Queen Creek.	Awarded 5 AAS degrees in Automotive Technology and 17 Certificates of Completion	
Customized Partnerships, Certificates & Degrees:	The Administration of Justice Department has been collaborating with various state police departments and other agencies to offer training sessions for various agencies. These efforts have been possible through a grant: STOP Violence Against Women. Mesa Fire Department and MCC's Fire Science Program have formed a partnership, the Connector Program. This partnership has developed a method of connecting customers/clients to appropriate social/health agencies. Students volunteer to accomplish a needed social task and at the same time students learn about the fire/EMS/ social service system. The Native American Community Health Center (NACHC) and the MCCD colleges have collaborated to reduce and prevent diabetes among Native American Adults and children living in Maricopa County by creating the Living Well Traditionally program.	Awarded 17 AAS Administration of Justice degrees. Awarded 22 AAS in Fire Science and 4 Certificates of Completion.	
Other Categories:	Library Technicians.	Awarded 3 AAS degrees in Library Assistants and 13 Certificates of completion	
	Design, Family and Consumer Sciences Department.	Awarded 15 AAS degrees.	

	Media Arts: Computer Arts, Desktop Publishing, Digital Imaging and Web Page Design.	Awarded 7 AAS degrees and 6 Certificates of Completion.	
	Media Music: Music Technology.	Awarded 2 AAS degrees.	
Phoenix College Internships, volunteerism, service learning, practicums, clinicals, enrichment sites: Interpreter Prep Program: Mesa Public Schools Valley Center of the Deaf *See below for additional programs*	Provide our students with opportunities and mentors to work in the community.		
Language/ Communication (Workplace Spanish, ESL, Com): Workplace Spanish Interpreter Prep Program: Arizona Dept of Ed Vocational Rehabilitation Valley Center of the Deaf Statewide Interpreting Service AZ Registry of Interpreters for the Deaf AZ commission for the Deaf and Hard of Hearing ASU Mesa Public Schools Phoenix Day School for the Deaf	Provide job specific Spanish training for community organizations. Affords our students opportunities to observe and work with interpreters in the "real world" community.	524	638 credit hrs.

Sequoia School for the Deaf And Hard of Hearing Chandler Public Schools Kyrene School District Desert Vista High School Desert Sky Middle School Gilbert Public Schools Freelance Interpreting Services PC Special Services Regional Interpreter Training Consortium AZ Relay Services (MCI) AZ Association of the Deaf			
Management/ Administrative *Child Care Administration-* Southwest Human Development Early Childhood Development/Family Studies Culinary Studies Fashion Design Fashion Merchandising Interior Design Marketing Management	Course work for students working on graduate degree.	15	195 credit hrs.
Recreational Resource / Facilities Management City of Tempe	Development of skills for employees of the City of Tempe.	14	154 credit hrs.

Medical/Health Care: Dental Assisting General & specialty practices Luke Air Force Base St. Vincent de Paul *Dental Clinic* AZ Dept. of Health Services (OOH & Primary Care Centers)	Develops professional readiness by "real life" experiences. Development of volunteerism. Student recognition personal goals/interests. Gives students opportunity to work in the public sector.	16	
Dental Hygiene Periodontal specialty practices AZ Dept. of Health Services Office of Oral Health VA Medical Center St. Vincent de Paul Dental Clinic Mountain Park Health Center Phoenix Job Corps Luke Air Force Base JC Lincoln Children's Health Clinic	Observation of surgical procedures. Development of clinical/professional readiness for "real world". Working with clients in the underserved community and bilingual/ESL individuals. Development of volunteerism.	23	460 credit hrs.
Health Information *Medical Coding* Banner Health	Improved skills within the organization.	13	221 credit hrs.
Gerontology Area Agency on Aging, Region 1 AARP Alzheimer's Association AZ Association of Homes and Housing for the Aging AZ Federation of Assisted Living Facilities			

AZ Health Care Association AZ Long Term Care System Governor's Advisory Council on Aging Beatitudes Center DOAR City of Phoenix Foundation for Senior Living			
Nursing and Nursing Assisting Maryvale HS-Maryvale Academy Village Charter High School	PC program provides resources for potential nursing students. Development of presentation skills on health topics.		
Medical Assisting CIGNA AZ Association of Community Health Centers Phoenix Workforce Info Network North American Free Trade Agreement (NAFTA) Boswell Hospital Phoenix Baptist Hospital Del Webb Memorial Hospital St. Joseph's Medical Center Scottsdale Memorial Hospital VA Medical Center Maricopa Medical Center Patient Care	Development of professional and clinical skills for those in the health field. Development of professional and clinical skills for students to enter the workforce.		

Phlebotomy Community Labs Local Hospitals/Medical Centers Department of Public Safety City of Phoenix Police Dept *Therapeutic Massage* Southwest College of Naturopathic Medicine Phoenix Institute for Herbal Medicine and Acupuncture	Develop skills for entry into the workforce. Develop skills among law enforcement officers. Advance training beyond Certificate/AAS for practicing MT's.		
Technology/Workforce Training & Information Sharing: *Administration of Justice:* Phoenix Police Department Maricopa County Sheriff's Department Maricopa County Juvenile Corrections Maricopa County Adult Probation Glendale Police Department Maricopa Co. Attorney Office **Tribal Court Advocacy** ASU Navajo Workforce Development Program Gila River Indian Community Ft. McDowell Yavapai Nation Tohono O'odham Nation	Practice in the law enforcement setting, integration of theoretical aspect of law enforcement. Provide student readiness for service in this community.	3	

Paradise Valley Community College Apprenticeship: Internships with 3 industries	Many of these internships lead to permanent employment of that student by the sponsor.	4	4 credits internship/ project integrated into class
Management/ Administrative: City of Phoenix Water Services Division	Administration of City of Phoenix requested that a cadre of middle management obtain the SHES certificate to create a safety culture within the department.		
Technology/Workforce Training & Information Sharing: Workplace Safety Specialists and other Municipalities	City of Phoenix requested value-added training by offering credit on selected courses. Other municipalities are planning to participate in this model.	881	604 credits
Customized Partnerships, Certificates & Degrees: SHES Certificate	Certificate fills need of these individuals who have been assigned additional responsibilities in environmental and safety compliance.	8	168 credits
Computer-Related Training:	PC Basics for employees of Robb & Stucky.	48	384 contact
	Windows 98 for employees of Robb & Stucky.	48	384 contact
	Basic Internet for employees of Robb & Stucky.	48	384 contact
Language/ Communication (Workplace Spanish, ESL, Com):	Spanish For Medical Personnel for employees of Carl T Hayden VA Medical Center.	36	1440 contact
Medical/Health Care:	HCC130 Fundamentals of Health Care for employees of Carl T Hayden VA Medical Center.	15	45 credit
	HCC145AA Medical Terminology for employees of Carl T Hayden VA Medical Center.	9	9 credit
	Medicine Plants of the Desert for employees of Carl T Hayden VA Medical	24	72 contact

	Center. Medical Terminology for employees of Mayo Clinic Scottsdale.	16	216 contact
Technology/Workforce Training & Information Sharing:	40-Hour HAZWOPER for employees of the Indian Health Service.	10	400 contact
Other:	Successful Money Management for employees of Carl T Hayden VA Medical Center.	25	225 contact
<u>Rio Salado College</u> Computer-Related Training: MS Office for Arthur Andersen Excel for Sears Nat'l Bank Access for Scottsdale Health AAS in Computer Technology	Each partnership in fundamentally designed to provide students/employees with the skills and knowledge that they need to succeed and employers with the skilled workforce that they require.	 1,100 40 66 NA	 4,600hr 40 cr 99 cr NA
Language/ Communication (Workplace Spanish, ESL, Com.) Example: Sign Language for Boeing Spanish and Sign Language for Vital Processing Spanish for Progressive Health Care Spanish for American Healthways Spanish for Mayo Clinic Spanish for Dept of Justice Spanish for Sun Eagle Spanish for the City of Peoria		 14 39 17 23 20 20 20 32	 56 cr 71 cr 51 cr 69 cr 640 hr 640 hr 640 hr 96 cr

Spanish for the Washington Elementary District Spanish for Roosevelt School District ESOL		35 54 6,950	105 cr 162 cr 476,800 hr
Management/ Administrative: Accounting, Stress Mgt, Interpersonal Comm., Written Comm., Effective Comm. Styles, Conflict Mgt, Time Mgt, Coaching, Customer Service, Dealing with Diff. Customers, Bus. Law, Stress Mgt, Prov. Employee Feedback, Bus. Ethics, Effective Presentations, Career Mgt, Proj. Mgt, Leadership, Facilitation, Bus. Case Development, Innovations Strat., Coaching, and How to Interview for Arthur Andersen Conflict Mgt., Recognizing and Rewarding Employees, Using Quality Tools, Emotional Intelligence, Project Mgt, Building a High Performance Team, Stress Mgt, and Interpersonal Comm. Styles for Sonora Quest		1,550 108	6,600hr 24 hr

Business Org and Mgt for Chase		14	42 cr
Business Writing for Unicon		20	80 hr
Human Relations and Intro to Business for Avnet		50	150 cr
Financial Accounting for American Express		11	264 hr
Techniques of Supervision for Industrial Commission		20	60 cr
TQM Internship and Innovation Strategies for American Express		28	28 cr
Coaching, Technical Report Writing, and Aspiring Supervisors for the City of Peoria		60	240 hr
Intro to Business, Bus. Comm, and Business Org and Mgt for Desert Schools FCU		57	171 cr
Presentations Skills for Rogers Corp		20	80 hr
Time Mgt and Strategic Planning for Inter-Tel		40	240 hr
Building a High Performance Team for Neltec		20	80 hr

Prohibited Harassment for Nautilus Ins.		140	140 hr
Basic Customer Service, Front Line Supervising, and New Mng Training for Maax Spas		60	480 hr
Prohibited Harassment for Hamilton Sund.		100	200 hr
Organizing Your Time Effectively for SRP Credit Union		20	80 hr
Conflict Mgt and Communicating Effectively for CB Richard Ellis		40	160 hr
Team Building for Bank USA		20	80 hr
Once an Employee, Now a Boss for Sears Nat'l Bank		40	140 hr
Coaching and Excellence in Leadership for Credit Counselors		20	280 hr
Medical/Health Care: Foundations of Chemical Dependency and Adv Theory and Tech in Treatment of Chem Dep for Indian Health Services.		47	141cr.
AAS in Chemical Dependency		1,250	2,400cr
Health Care Core		2,050 68	2,000cr 1,970cr

AAS in Dental Hygiene Certificate in Dental Assisting		41	940cr
On-Line Teacher Education: Teacher Endorsement Teacher Preparation (Post Bach)		725 1,210	3,260cr 18,100cr
Technology/Workforce Training & Information Sharing: AAS in Water/Wastewater Technology Electrical Theory for SRP		325 20	975cr 60cr
Customized Partnerships, Certificates & Degrees: AAS and Certificate in Airline Operations for America West and Southwest Airlines Certificates in Computer Technology for Interface Technical Training AAS and Certificates in Corrections for the Arizona Department of Corrections		2,269 780 975	11,247cr 2,300cr 2,340cr

AAS and Certificate in Detention Services for the Maricopa County Sheriffs Office		19	323cr
AAS and Certificate in Fire Science for the Mesa Fire Department		16	576cr
AAS and Certificates in Law Enforcement Technology for the Phoenix Police Department, Department of Public Safety, APOST, Maricopa County Sheriffs Office, and Mesa Police Department.		718	28,002cr
Certificate in Human Services-Assistance for the Department on Economic Security - Family Assistance Administration		331	5,958cr
Certificate in Human Services-Specialist for the Department of Economic Security - JOBS		22	253cr
Certificate in Human Services - Long Term Care: Customer Service		68	952cr
Certificate in Insurance: Customer Service		80	1,120cr

Certificate in Utilities Customer Service for Arizona Public Service and Salt River Project.		178	2,061cr
Certificate in Credit Card Customer Service for American Express		530	5,838cr
Certificate in Travel Agency Customer Service for Carlson Wagonlit		10	60cr
Certificate in Telecommunications Customer Service for AT&T		214	1,869cr
Career Pathways to Opportunity for ADOT		20	60cr
Non Certificate based educational service partners:			
Alaska Airlines,		26	416cr
AmeriCredit,		51	357cr
Arizona Department of Administration,		460	1,050cr
Bank First,		196	1,090cr
Blue Cross/Blue Shield,		46	325cr
Chandler Police Department,		23	69cr
Chase Manhattan Bank,		886	6,187cr
Club Med,		33	363cr
Cox Communications,		187	577cr
Credit Counselors of America,		108	1,512cr
Arizona Department of Economic Security -		9	54cr

Employment Security Admin, Discover Financial Services, Insight, Maricopa County Attorney's Office, USAA, Vital Processing, Walgreen's Healthcare Plus.		 1,908 348 46 170 46 7	 2,102cr 1,974cr 528cr 2,687cr 414cr 49cr
Scottsdale Community College Customized Partnerships, Certificates & Degrees:	Customized training services were provided to Food for the Hungry, Inc. during the spring term 2002. These workshops were Sexual Harassment Awareness and Leadership & Compliance Skills Training	65 participants	10 hrs.
Other: Hospitality Industry	SCC is involved in a partnership consortium to advance student opportunities in the hospitality industry in Scottsdale with Scottsdale Unified School District, City of Scottsdale, Northern Arizona University, and the Hyatt Regency Scottsdale.	63 students	3 credit hrs.
South Mountain Community Colleges Computer-Related Training: Stardust House/ Habitat for Humanity City of Phoenix Housing Department (Public Housing)	 Provides job skills and computer literacy. Provides job skills and computer literacy.	 64 72	 15 clock hrs. per person (960 total) 40 clock hrs. per person (2880 total)
Language/ Communication (Workplace Spanish, ESL, Com): Frys Food (Spanish)	 Provides employees skills to better communicate and provide services to customers.	 60	 14 clock hrs. per person (840 total)

Hensley Distributing Co.	Provides managers with skills to better communicate with corporate office and employee workforce.	29	40 clock hrs. per person (1160 total)
Management/ Administrative Self Employment Loan Fund (Small Business Development)	Provides workshops and classes to potential and actual small business owners	90	40 clock hrs. per person (3600 total)
Technology/Workforce Training & Information Sharing:			
Brian Cave LLC (law Firm)	Enhance current employee skill base.	18	14 clock hrs. per person (252 total)
Cox Communications	Enhance current employee skill base in the area of telecommunications.	12	80 clock hrs. per person (960 total)
Other:			
City of Phoenix (Head Start)	Enhances the skills and knowledge base of employees. Addresses a training need for the City of Phoenix.	150	80 clock hrs. per person (12,000 total)
Gila River Indian Community	Provides industry-standard training for an emerging employee group.		80 clock hrs. per person (3600 total)
Roosevelt Elementary School District	Address State mandated training for para-professionals/class room aides employed by school districts.	45 105	80 clock hour per person (8400 total)
<u>Maricopa Skill Center</u> Apprenticeship: *Highway Pre-Apprenticeship*	The partnership enables students from groups who had not been successful in entering the highway construction trades to do so. The structure of the class also teaches teamwork, overcoming obstacles and sticking to goals.	29	5315 clock hrs.
Language/ Communication (Life Skills English, ESL, Com):	Department of Economic Security - Refugee Targeted Assistance Program.	115	6875 clock hrs.

Mesa Community College

Associate of Applied Science Degrees

2001-2002

Degree	Major Code	Description	Count
AAS	3396	Administration of Justice	17
AAS	3050/3852	Business	13
AAS	3548	Computer Applications Technology	1
AAS	3162	Computer Information Systems	9
AAS	3740	International Business	2
AAS	3070	Management	5
AAS	3094	Marketing	4
AAS	3727	Organizational Leadership	6
AAS	3260	Apparel Merchandising	1
AAS	3356	Child Development	2
AAS	3122	Interior Design	12
AAS	3574	Teacher Assisting	5
AAS	3416	Fire Science Technology	22
AAS	3792	Paramedicine	4
AAS	3392	Library & Information Resources Management	3
AAS	3822	Media Arts: Computer Art/Illustration	4
AAS	3823	Media Arts: Desktop Publishing	1
AAS	3784	Media Arts: Digital Imaging	1
AAS	3824	Media Arts: Web Page Design	1
AAS	3765	Mortuary Science	19
AAS	3826	Media Arts: Music Technology	2
AAS	3208	Networking System Administration	17
AAS	3340/3812	Nursing	98
AAS	3014	Agribusiness	1
AAS	3504	Applied Tech-Electro-Mechanical Drafting Tech	3
AAS	3618	Applied Tech-Mfg. Semiconductor Processes	3
AAS	3534	Applied Tech-Manufacturing Quality Assurance	1
AAS	3616	Applied Technology-Manufacturing CNC	3
AAS	3802	Architecture	2
AAS	3480	Automotive Performance Technology	5
AAS	3500	Construction Drafting Technology	4
AAS	3544	Electromechanical Automation Technology	7
AAS	3561	Electromechanical Process Technology	9
AAS	3224	Electronics Engineering Technology	7
AAS	3220	Electronics Technology	6
AAS	3542	Machinist, Tool & Die	1
AAS	3505	Micro Circuit Mask Design	4
AAS	3030	Urban Horticulture	4
		TOTAL	309

Mesa Community College
Certificates of Completion
2001-2002

Degree	Major Code	Description	Count
CCL	5997	Administrative Office Professional	2
CCL	5740	Import/Export Trade	3
CCL	5742	International Business	1
CCL	5999	International Business	1
CCL	5070	Management	5
CCL	5731	Organizational Leadership	3
CCL	5207	Programming Methodology	3
CCL	5300	Bilingual Teacher Aide	1
CCL	5417	Basic Firefighter	2
CCL	5418	Driver Operator	1
CCL	5420	Fire Officer I	1
CCL	5913	Library Info Technician: Advanced Certificate	3
CCL	5911	Library Information Tech: Basic Certificate	10
CCL	5881	Media Arts: Computer Art/Illustration	1
CCL	5885	Media Arts: Web Page Design	5
CCL	5205	Network Administration	1
CCL	5963	Nurse Assisting	108
CCL	5339/5957	Practical Nursing	115
CCL	5443	Air Conditioning	4
CCL	5449	Automotive Electrical Systems	3
CCL	5459	Brakes, Alignment, Suspension & Steering	4
CCL	5547	Computer Aided Drafting	13
CCL	5519	Construction Drafting I	1
CCL	5523	Construction Drafting II	1
CCL	5527	Construction Drafting III	1
CCL	5551	Electro/Mechanical Drafting	2
CCL	5546	Electromechanical Automation Technology I	2
CCL	5589	Electronic Industries Technology I	2
CCL	5220	Electronics Technology II	2
CCL	5479	Engine Performance & Design	3
CCL	5069	Landscape Aide	1
CCL	5073	Landscape Specialist	2
CCL	5583	Machinist, Tool & Die Level I	2
CCL	5587	Machinist, Tool & Die Level II	1
CCL	5616	Manufacturing CNC	1
CCL	5600	Mechanical Drafting	2
CCL	5596	Mechanical Drafting - Level I	1
CCL	5504	Micro Circuit Mask Design	3
CCL	5560	Process Technology Level I	2

CCL	5561	Process Technology Level II	1
CCL	5727	Quality Process Leadership	2
CCL	5467	Transmissions & Power Trains	3
CCL	5444	Welding Certification	1
		TOTAL	326

Total Grades Distributed[1]
End of Term Fall 2001- Spring 2002
Mesa Community
College

Department	Total Enrollment
Business	12,840
Education	2,287
Design, Family Con. Science	2,653
Fire Science	2,168
Library Tech	313
Mortuary	260
Network Academy	2,069
Nursing	6,070
Admin. Of Justice	1,970
Technology	3,715
Total	34,345

[1] These figures represent total grades distributed for all short-term, open entry, Internet and regular courses for the end of term Fall 2001- Spring 2002. Figures for Media Arts, Media Music and Biotechnology are not segregated out from the totals in Arts and Biology, therefore are not reported.

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APPENDIX A

DIVERSITY INFUSION PROGRAM

Dr. Bonnie Gray, Ph.D.

Director, Diversity Infusion Program

Progress of the Diversity Infusion Program

The Diversity Infusion Program is beginning its fifth year of existence. During that time, over 81 courses (representing over 44 prefixes) have been infused with diversity by faculty participating in the Program. The actual number of courses infused with diversity is much larger than this figure owing to the fact that after faculty leave the Program, they often continue to infuse other courses they teach. A survey is being planned during this academic year to determine various program outcomes including how many faculty continue to infuse courses with diversity after leaving the Program and which courses they have infused.

At present, 23 faculty and 6 student interns are participating in the Diversity Infusion Program for the 2002-03 academic year. Additionally, many faculty who have completed the Program continue to serve in a mentor capacity. The Program continues to be vibrant and productive and highly sought after as many faculty compete for participation. Each year approximately three times more faculty apply for the Program than there are openings. Many faculty have offered to participate without any financial stipend, just to have an opportunity to be part of the Diversity Infusion Program.

A few of the many accomplishments made by Program are listed below.

- Our Program has seen a wonderful increase in recognition and popularity by both those within the district as well as outside the district. Many inquiries have been received by individuals at educational institutions around the country asking me to teach them about the infusion model.

- Each year, more and more faculty and students wish to participate in the Program. We are proud of the great demand to be part of this Program. Evaluations of the faculty's attempts to infuse their courses have indicated that the Program has been extremely successful. In addition, faculty member's evaluations of their own experiences in infusing their courses have been very positive.

- The web site for the Program has been updated and enhanced. We have received many compliments about the value of the web site and about its ease of use. (http://www.maricopa.edu/diversityinfusion/)

- Many new titles have been added to the Special Library Collection on Diversity, and the methods for accessing the collection have been made simpler.

- The Diversity Infusion Program participants have had the opportunity to hear

many fabulous speakers present information about diversity issues and to attend a state-wide diversity summit. Also, participants have been fortunate to view several wonderful videos on diversity.

- The work done by our participants in our Program has been recognized nationally in many different ways. For example, Dr. Carol Jenkins won the Rural Sociological Society's "Excellence in Instruction Award" for her development of a rural diversity resource manual and her national and regional rural diversity workshops. This was the first time the award was received by a community college professor. In addition, Dr. Jenkins won the American Sociological Association's "Hans O. Mauksch Award for Distinguished Contributions to Undergraduate Sociology." This was the first time this award was won by a community college professor in over 27 years.

  Another participant, Nanci Burk published an article in a book discussing her work on cultural communication in Native American college students.

- From July 1 through June 30, 2002, the Diversity Helpline received a total of 132 phone calls and e-mails. This represents an increase of approximately 300 percent from the previous inaugural semester, and averages approximately 2.54 calls per week regarding a diversity issue from someone in the district. During this period the Helpline received and fielded calls on a variety of diversity-related issues pertaining to the attack on America, the Middle East, religion, hate, gender, gender identity, sexual orientation, discrimination, and employee-supervisory issues.

Summary and Conclusions

The Diversity Infusion Program is extremely successful and continues to offer faculty and students outstanding and memorable opportunities for learning about the diversity infusion model and for infusing diversity into the curriculum. Participants have called the Program a "life-changing experience" which "positively impacts society" and an "excellent vehicle for professional challenge and growth that has positive future outcomes for students and faculty alike." The Program has reached and /or exceeded expectations for encouraging faculty to infuse their curricula with diversity issues and perspectives. New goals have been set and outcomes will be measured after the current year.

The challenge is for all of us to find ways of becoming more culturally and globally aware and sensitive, as well as to bring this awareness and appreciation to our students and to our society.

Respectfully Submitted,

Dr. Bonnie A. Gray
Director

Diversity Infusion Program and Related Services

The Diversity Infusion Program provides services to enhance the infusion of diversity issues and perspectives into the curriculum. A list of these services follows.

A. **Diversity Helpline** - The Helpline provides a resource and referral service for information and help with infusing the curriculum with diversity. The Helpline also maintains a speaker's bureau, puts out memos to alert those in the district to important developments related to diversity, and to search for resources within the district. The Helpline can be reached by telephone at (480) 731-8868 or by e-mail at diversity.helpline@domail.maricopa.edu.

B. **Faculty Mentor Program** - After faculty have completed the Program they may choose to stay on as mentors helping new faculty entering the Program. There are approximately 20 faculty who have stayed active as mentors in the Program.

C. **Student Internship Program** - Students interested in diversity issues may apply for a one-year internship with the Program. The relatively new service has been growing in popularity.

D. **Diversity Web Site** - A new and improved web site was revealed in 2001. The new web site has information on how faculty have infused their courses, information about the Program, and diversity resources. The web site can be found at www.maricopa.edu/diversityinfusion.

E. **Special Library Collection** - Many new titles have been added to the collection and are available through inter-library loan to anyone in the District. The collection can be seen at the following internet address: www.sc.maricopa.edu/library/SCCLibrServices/diversity.htm

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APPENDIX B

REPORT OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES ON DIVERSITY

February 2001-June 2002

Prepared by Maria Harper-Marinick, Ph.D.
Interim Director, Maricopa Center for Learning and Instruction (MCLI)

INTRODUCTION

Our mission states that "in order to foster student success, the MCLI is dedicated to supporting and advancing teaching and learning by working collaboratively with faculty, administrators, and district-wide groups to provide quality services, programs and resources." We strive to promote continual learning and innovative ideas to enhance the quality of education for a diverse population. Some of our programs have directly supported issues of diversity, intercultural competence, and multicultural thinking for the last two years. Below, is an outline of the activities that occurred between February 2001 and June 2002.

PART I- FACULTY EVENTS

Dialogue Days

- *Developing Intercultural Competence* featuring Drs. Janet and Milton Bennett
February 23, 2001, South Mountain Community College
Attendance= 145

This Dialogue Day provided participants with approaches and skills that make intercultural communication more effective and rewarding. It introduced a definition of intercultural competence, examined some complexities of intercultural communication, and examined a developmental model of intercultural sensitivity.

- *The Power of Narrative in the Classroom* featuring Storyteller Pat Mendoza
March 30, 2001, Mesa Community College
Attendance= 61

Storyteller Pat Mendoza provided a multicultural workshop about the power of story in all its forms: oral traditions, song, music, dance, art and poetry to cross cultural barriers.

- Lifelong Learning in Maricopa County
April 20, 2001, Scottsdale Community College
Attendance= 55

The issues addressed included: demographic profile of lifelong learning in Maricopa County, learning preferences, diversity, multigenerational learning environments, financing lifelong learning and barriers to participation.

- **How Older Adults Learn and Work**

April 2002, North Phoenix Baptist Church
Attendance= 136
This Dialogue Day addressed the issue of an aging workforce and the need to prepare educators and employers for older adults in the learning environment and the workplace.

Workshop:

- ***Intercultural Competence: The Mindset & the Skillset***, an extensive and in-depth three-part workshop featuring Drs. Milton and Janet Bennett
  January 4, 2002, Phoenix College; January 7, Scottsdale Community College and January 8, South Mountain Community College.
  Attendance= 61

The goals of the three-part workshop included gaining an understanding of the importance of "cultural humility" in domestic and global human relations, and how education in general and intercultural education in particular support democratic pluralism and counteract absolutism; identifying the mindset and skillset of intercultural competence; increasing one's own "cultural self-awareness."

All Faculty Convocation 2002

- ***In Defense of Pluralism: Developing Intercultural Competence***, keynote address by Dr. Milton Bennett, January 4, 2002, Phoenix College
  Attendance= 588

Honors Forums

- ***Building Community Through Literature and Literacy***, by Ms Pat Mora, November 14, 2001, Phoenix College
  Attendance= 344

Ms. Mora spoke about growing up in a Hispanic family. She talked about the importance of literacy and multicultural education.

- ***Human Rights: The Moral Conscience of the Community***, by Dr. William Schulz, February 20, 2002, Phoenix College
  Attendance= 357

Dr. Schulz spoke on international and social justice causes. He talked about why events in countries other than the United States can affect this country. He gave examples of how cultural and religious practices can sometimes violate basic human rights.

- ***Indian Country: Realistic Portrayals of Home***, by Chris Eyre, a filmmaker and director of *Smoke Signals*, March 28, 2002, Phoenix College
  Attendance= 231

Mr. Eyre spoke about the need to portray American Indians realistically and how current native artists are attempting to change unrealistic perceptions.

PART II- LEARNING GRANTS

Learning Grants Awarded by MCLI to Faculty since 2001 to fund projects related to diversity.

- ***Lessons from the Field: a Community Project on Diversity in Education***, Brenda Larson, CGCC, (project to bring a learning community of education majors into the larger Phoenix community for the purpose of introducing them to a wide range of culturally diverse students)

- ***From Age-ing to Sage-ing***, Barbara Shovers, CGCC, (courses and presentations with topics like redefining the role of aging in our culture; learning ways to enrich life as an elder; transmitting legacies to future generations through volunteering, mentoring, and becoming community and environmental stewards and watchdogs.

- ***Teaching Non-Native Speakers in Multicultural Classrooms II***, Bonnie Ehmann, GWCC, (the goal of this phase was to pilot techniques and strategies in actual classrooms, with volunteer teachers, in order to make changes and revisions based on "real-life" application.)

- ***The Thirteenth Annual Arizona Japanese Speech Contest***, Emi Ochiai Ahn, MCC, (the goals included to enrich students' learning by providing them an opportunity to express their thoughts and opinions in Japanese; to promote the awareness of the importance of Japanese culture among students, colleagues and community; to enhance connections and collaborations among students, faculty and community; to guide students to learn how to organize professional events.)

- ***The Mexico Project***, Michele Marion, PVCC, (the goal was to increase cultural and artistic awareness while preparing students, faculty, and community members for interaction within multinational and multicultural environments. The project hosted five artistic venues: pottery, sculpture, painting, Mayan art, and Mexican cinema for students, faculty, and community members.)

- ***Speakers Series: Language Plus***, Mariu Hernandez-Hall, SCC (These speakers were authors, artists and doctors who presented the art and literature of language cultures presently studied in the foreign language classes.)

- ***Reclaim Your Destiny***, Roger McKinney, SCC, (workshops that explore the common themes between Jungian psychology and the Native American Medicine Wheel for the purpose of incorporating conventional teaching methods with American Indian cultural tradition.)

- ***Intercultural Competence Applications in Distance Education***, Laura Helminski, RSC, (the goal is to follow up on the work of Drs. Janet and Milton Bennett in adapting intercultural communication to lead to increased effectiveness in communication.)

PART III- FACULTY IN PROGRESS PROGRAM (FIPP)

The Faculty in Progress Program (FIPP) is a training and recruitment effort open to all Maricopa employees. FIPP is the result of the work of the Faculty Recruitment Commission that was established in the fall of 2000 and charged with developing strategies for faculty recruitment. The Commission's goals were to suggest changes to faculty hiring policies and procedures, develop a "grow your own" program, and develop/promote best practices. FIPP addresses the "grow your own" goal.

The program responds to several needs: 1) a large number of residential faculty in Maricopa will be eligible for retirement over the next three to five years and Maricopa may be hiring more than 100 faculty each year for the next decade; 2) Maricopa demographics are changing and the Governing Board has adopted a goal that indicates that students will be served by faculty and staff who reflect the communities we serve and who create an environment of equity and mutual respect of each person.

The main purpose of FIPP, a two-semester internship, is to provide the selected faculty interns with mentoring and professional development activities that result in the knowledge and skills needed to prepare them to be competitive in the pursuit of a residential faculty position. The program, however, in no way guarantees a job. FIPP Faculty Interns, when applying for a residential faculty position, must complete the same selection process as any other applicant.

FIPP was implemented as a pilot program during the academic year 2001-2002. Eleven interns participated representing each of the 10 Maricopa colleges and the District Office. Five interns have been hired as full-time faculty as of August 15, 2002.

During the spring of 2002, a program evaluation was conducted. The evaluator reviewed minutes from the Commission meetings, notes and observations kept by the FIPP coordinator throughout the pilot year, and notes from meetings with the FIPP Faculty Interns and their mentors. The evaluator also administered questionnaires and surveys during the 2002 spring semester to FIPP Faculty Interns, mentors, members of the Faculty Recruitment Commission, members of the Faculty Executive Council, college presidents, deans of instruction, and other interested parties. Results of the evaluation became the basis for program improvements, including changes to the application and selection processes and application materials, as well as a more comprehensive professional development plan.

For the academic year 2002-2003, 14 individuals have been selected as FIPP Faculty Interns. The Faculty Interns are required to participate in a variety of professional development activities planned by both the FIPP coordinator and by the Interns' colleges and mentors. Each Faculty Intern, with guidance from the mentor, develops a learning contract that outlines the goals and activities that will help the individual enhance skills. Generally, activities include supervised and unsupervised teaching; observing master teachers; attending orientations; participating in department and division meetings; and participating in MCLI dialogue days and learnshops and in college-sponsored workshops related to teaching, learning, and assessment. In addition, Faculty Interns will read and discuss books about teaching, learning and assessment. Mentors will receive *The Mentor's Guide* book and other resources relating to mentoring.

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FIPP-sponsored activities for 2002-2003 include:

Fall semester:

- Faculty Intern And Mentor Orientation
- FIPP Purpose, Goals, And Expectations, by FIPP coordinator
- Roles and Responsibilities of FIPP Interns and Mentors, by FIPP coordinator
- *Lessons Learned*, presented by FIPP 2001 intern and mentors
- *Hiring Practices in Maricopa*, presented by Christine Hall and Lupe Gutierrez, Employee Services
- Faculty Intern And Mentor Luncheon
- *Building Your Resume* -- Part I, facilitated by Stephanie Fujii, faculty at Estrella Mountain Community College
- *Building Your Resume* -- Part II, facilitated by Stephanie Fujii, faculty at Estrella Mountain Community College
- Faculty Intern And Mentor Sharing And Feedback Sessions (2 in the fall)
- *Learning About General Education At Maricopa*, facilitated by Stephanie Fujii, faculty and Linda Scott, Coordinator of Enrollment and Academic Advisement at Estrella Mountain Community College
- *Instructional Skills Workshop*, presented by Joe Ortiz and Linda Hicks, faculty at Scottsdale Community College
- MCLI Learnshops

Spring Semester

- *Instructional Skills Workshop*, presented by Joe Ortiz and Linda Hicks, faculty at Scottsdale Community College
- *Interview Skills* - Part I, facilitated by Stephanie Fujii, faculty at Estrella Mountain Community College
- *Interview Skills* - Part II, facilitated by Stephanie Fujii, faculty at Estrella Mountain Community College
- MCLI Learnshops
- Faculty Intern And Mentor Sharing And Feedback Sessions (2 in the spring)
- FIPP Showcase

APPENDIX C

EMPLOYEE & ORGANIZATIONAL LEARNING TEAM

The Employee & Organizational Learning Team (EOLT) provided the following diversity related learning opportunities during FY 01-02. Each course focuses on some aspect of diversity, such as identifying and understanding various change, work, communication, listening, inter-cultural and customer interaction styles/preferences/differences and how to create a respectful and productive work environment given these aspects.

Date	Session	Campus	# of participants
July 01	Maximizing the Potential of Differences	GCC	15
	Maximizing the Potential of Differences	GCC	15
	Dealing with Difficult Customers	GWCC	15
Aug 01	Who Moved My Cheese?	GCC	36
	Emotional Intelligence	PVCC	10
Sept 01	Maximizing the Potential of Differences	RIO	15
Oct 01	Emotional Intelligence	CGCC	7
Nov 01	Dealing with Difficult Customers	MCC	6
	Emotional Intelligence	PVCC	8
	Building Trust	DO	13
	Getting Along Means Getting Ahead	GWCC	6
	Maximizing the Potential of Differences	DO	19
Dec 01	Maximizing the Potential of Differences	EMC	13
Jan 02	Intercultural Communication	RIO	81
	Getting Along Means Getting Ahead	SCC	13
	Maximizing Potential for Change	DO	13
	Understanding Listening Approaches	RIO	17
Feb 02	Who Moved My Cheese?	SMC	26
	Maximizing the Potential of Differences	CGCC	15
Mar 02	Dealing with Difficult Customers	DO	9
	Increasing Intercultural Competence	EMC	8
April 02	Getting Along Means Getting Ahead	DO	11
	Who Moved My Cheese?	PC	60
	Delegating Effectively		5
	The Cheese Experience	PVCC	21

May 02	Maximizing Your Potential for Dealing with Stress	DO	8
	Bennett's Developing Intercultural Competence-Introductory Workshop	SMC	51
	Bennett's Developing Intercultural Competence-Introductory Workshop	SMC	54
	Bennett's Developing Intercultural Competence-Advanced Workshop	SMC	73
	Emotional Intelligence	MCC	7
Jun 02	Living With Change Workshop	DO	17

APPENDIX D

DIVERSITY EMPLOYEE TRAINING REPORT

Marie Parker, Learning Facilitator

The Diversity Employee Training program, presented through the Diversity Advisory Council, continues to conduct numerous activities, events, and training sessions in support of the Governing Board's Diversity goal and Value Statement:

Programs, services, and activities that focus on global issues and cultural perspectives, and that respect the diversity of opinions, life circumstances, lifestyles, learning styles, values, and religions should be integrated throughout these goals and assessed where appropriate.

Students will be served by employees who reflect the communities we serve and who create an environment of equity and mutual respect of each person.

> We celebrate the diversity of our communities and pledge to promote and recognize the strengths as reflected in our employees and students. We believe no on is more important than another, each is important in a unique way, and we depend on each other to accomplish our mission.

A Diversity College Coordinator whose responsibilities, in addition to his/her full time position, include the coordination and planning of such activities, events, and training represents each of the Maricopa colleges on the District wide Diversity Council.

The purpose and objectives of these efforts are currently directed to raising the levels of awareness and teaching intercultural competency and skills that create a pluralistic work environment that exemplifies behavior and language supportive of our Diversity goal and value statement.

A definition of intercultural competency and skills established by the National Center for Intercultural Competency has been used as a guide in accomplishing these objectives.

> Cultural competence is defined as a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations (Cross et al., 1989; Isaacs & Benjamin, 1991).
>
> Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes (Davis, 1997).

"Many definitions of cultural competence are emerging in the literature yet none is accepted as the "gold standard". The term "cultural competence" embodies the knowledge, attitudes, skills, and protocols that allow an individual or system to render services across cultural lines in an optimal manner. Cultural competency permits individuals to respond with respect and empathy to people of all cultures, classes, races, religions and ethnic backgrounds in a manner that

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recognizes, affirms and values the worth of individuals, families, and communities. " (George Washington University, Community Service Learning, Department of Health Care Services).

The term "cultural competence" embodies the knowledge, attitudes, skills, and protocols that allow an individual or system to render services across cultural lines in an optimal manner. It has been characterized as a continuum that encompasses several stages, which include:

1. understanding one's own cultural background,
2. acknowledging the customer's different culture, value systems, beliefs, and behaviors,
3. recognizing that cultural difference is not synonymous with cultural inferiority,
4. learning about the customer's culture, and
5. adapting services to be delivered within an acceptable cultural framework.

The culturally competent organization values diversity, conducts cultural self-assessments, is conscious of and manages the dynamics of difference, institutionalized cultural knowledge, and adapts services to fit the cultural diversity of the community served.

Cultural Competence skills include:

Being aware of his or her own culture and values and respecting differences.
Being aware of and working at controlling own biases and how these may affect interactions with others.
Culture-specific knowledge.
Knowledge of institutional barriers that prevent some cultural groups from accessing resources.
Ability to build strong cross-cultural team relationships and to be comfortable with difference.
Flexibility and ability to adapt to diversity.
Ability and willingness to be an ally to individuals who are different from himself or herself.
Effective communication skills across differences.
Able to mediate cross-cultural conflicts.

Activities and events that have been conducted among the colleges addressing diversity element have included the following:

Brown bag lunch presentations on diversity related topics
Workshops for faculty and staff
Training for new employees
Student contests
International Week celebrations
Milton and Janet Bennett presentations
Improving and finding new ways to work with diverse student populations
Addressing issues/ concerns from the 9/11 disaster
Dance performances
Presentations from various members of diverse communities

Developing an assessment tool to measure diversity and cultural awareness of students
Student Field trips
Student Leadership Diversity Retreat
Hands Across the Border program
Storytelling events
Community Partnership events
Student Exchange programs
Campus wide intercultural communication assessments
Structured campus diversity strategic plans
Holiday Observance Celebrations
Luncheons and Guest speakers to celebrate monthly recognitions
Sponsoring events that involve community members
Events to support the national day of Take Your Daughters to Work
Sessions addressing religion and disabilities within the workplace

The following training opportunities were presented through the Diversity Employee Training Program from Sept 2001 through June 2002:

Date	Session	Campus	#of participants
Sept 01	Diversity General Awareness	PC	10
	Emotional Intelligence	Rio	30
	Diversity Awareness	NILD	8
Oct 01	Exploring Comfort Levels	Rio	11
	Listening Approaches	DO	14
	Exploring Paradigms	DO	5
	Color of Fear	CGC	25
	Color of Fear	MCC	25
	Leadership Diversity Retreat	MCC	60
Dec 01	Blued Eyed Video	GCC	17
	Exploring Paradigms	SMC	25
	Exploring Paradigms	SMC	25
	Intercultural Communications Model	SCC	25
Jan 02	Listening Approaches	DO	20
	Listening Approaches (part 1)	CGC	12
	Intercultural Communications Model	SCC	20
Feb 02	Listening Approaches	GCC	10
	Judaism on One Foot	DO	10
	Listening Approaches (part 2)	CGC	12
	Advanced Connections (part 1)	CGC	10
Mar 02	Key Principles	EMC	15
	Advanced Connections (part 2)	CGC	10
April 02	Understanding Paradigms of Conflict	CGC	6
	Intercultural Communications Model	EMC	40
	Diversity Best Practices: Disabilities Awareness	RIO	40
	Aging Perspectives in the Workplace	MCLI	30
	Exploring Paradigms	PVC	15
	Exploring Paradigms (part 1)	SMC	12
	Exploring Paradigms (part 1)	SMC	25

May 02	Exploring Paradigms (part 2)	SMC	12
	Exploring Paradigms (part 2)	SMC	25
	Administration of IDI tool	CGC	50
	Intercultural Communications Model	CGC	32
	Intercultural Communications Model	CGC	25
	Advanced Connections	EMC	40
	Improving Trust in Job Relations	DO	12
Jun 02	Intercultural Communications Model	PSA	30

The college Diversity Coordinators conducted the following activities and events:

Rio Salado
Beatriz Cohen, Coordinator

Rio Salado's Diversity efforts have consisted of a wide range of activities for the Fall semester. Included in those activities/events are monthly brown bags on culturally related topics, workshops for faculty, training for new employees. On-line contest for students, celebrating International Week with cultural displays, food tasting, language survival skills, travel videos, etc. and providing Milton and Janet Bennett, nationally and internationally recognized diversity consultants, to speak at the all employee retreat.

All activities can be found on their web page @
www.rio.maricopa.edu/ci/diversity_center/brownbag

Maricopa Skill Center
Mary Parker, Coordinator

The Skill Center prides itself on welcoming student diversity. Over 51% of MSC's students are classified as minorities. In the past three years. MSC has trained students from over 60 countries who speak 26 different languages. Focus has been given to hiring student aids that can assist with diversity related matters that are related to student issues.

Each year the Skill Center conducts a mandatory workshop for all employees to attend on diversity related topics.

GateWay Community College
RaNae Healy, Coordinator

GateWay has continued its diversity program through collabortive efforts by offering an abundance of opportunities for its employees and students. "Moments of Reflection" was conducted by the Counseling Dept. to focus on Sept 11th disaster. The Desert Dance performed "Peace of Pie", a cultural diversity lecture demonstration that included dances from all over the world. A bilingual storyteller performance by Ms. Olga Loya was held, various classroom discussion and presentations on religion were held, and Peter Zawicki and Kristen Berdahl presented "Ergonomics".

International Week was celebrated Nov. 13 - 16 with a theme of "GateWay Around the World" with activities various countries.

Estrella Mountain Community College
Ernie Lara, Advisor
Daniel Meador, Coordinator

Diversity begins at EMC with it being one of their five Core Values. They have made efforts to integrate it into the fabric of their institution. Their Leadership Council's agenda includes discussions on how to support the Governing Board's goal regarding monitoring and promoting diversity.

Among the many activities held were speakers Luis Angel Vinigra on the Mexican-American culture, Reverend Father Christopher Salamy and Asra Hussain assisting with the presentation of "To Lash Out at Innocent People". A candle ceremony was held with diversity themes, Asian Cultural Awareness Program assisted by the Intercultural Communication and Small Group Communication students was presented that included martial arts, dancing, and other cultural demonstrations. International Week was celebrated with songs, dance, food and artifacts from around the world.

Mesa Community College
Paul Nunez, Coordinator

Among the events being conducted at Mesa Community College, the Assessment Committee and the Diversity Cluster was charged with developing an assessment tool for measuring Diversity and Cultural Awareness of their students before and after attending MCC. Their group received guidance from Sylvia Hurtado of the Univ. of Michigan. She presented her work on the "Diverse Democracy Project - Linking Cultural Diversity, Critical Thinking, and Civic Engagement.

Other events included addressing Gender Issues, hosting Foreign Language Day, Celebrating Multi Cultural Week, African American month, Women's History month, Asian Pacific Islander month and student field trips to Museum of Tolerance in LA.

Paradise Valley Community College
Ken Clarke, Coordinator

Paradise Valley conducted different panels to talk to students and offer perspectives since the 9/11 events. Individual faculty presented sessions on different cultures to students. Plans to develop an international student center have been in discussions with the international students.

South Mountain Community College
Raul Monreal, Coordinator

> Among the many events that South Mountain hosts, diversity is at the center of it all. The International Committee has been active in addressing diversity issues. The Hands Across the Border Program includes faculty, students and administration who have traveled to Latin America, Mexico, China, Japan, Australia, Africa, and Brazil to experience and learn about the different cultures.

A major storytelling event was held. Storytelling is often used to address topics such as Mexican violence, alcoholism, domestic violence, suicide, and pregnancy among young people.

A film festival was held, MLK Celebration called "Soup Bowl / Keep the Bowl" involving faculty, staff, community members, local businesses and students.

There are continuous efforts being made to establish an exchange program with Mexico to have faculty and students live with families and experience the environment and take classes as well.

Partnerships with various organizations within the community are an on-going effort.

Chandler-Gilbert Community College
Michele Hoskins, Brent Bartel, Caryl Terrell-Bamiro, Tri-Chairs

CGC has had excellent committee participation on their Diversity Ad-Hoc committee under the leadership of Dr. Al Brown. The committee has committed to addressing diversity from a campus perspective and has conducted the Intercultural Communications assessment associated with the Bennett's Intercultural Communications Model for all of its faculty and staff.

A Diversity web page has been designed and is ready to access.

Scottsdale Community College
Herman Walker, Ginny Stahl - Co-Coordinators

Scottsdale's faculty and administration approved a Diversity Plan that was distributed to all employees and is now being implemented. The campus diversity committee will be monitoring the effectiveness of the plan to review for needed updates and implementation of different programs.

Numerous diversity events conducted included Veteran's Day Observance, Honors Humanities Forum and Phi Theta Kappa Satellite Seminar series (Customs, Traditions, and Celebrations: The Human Drive to Build Community), Thanksgiving dinner for International Students, Volunteer Day, Make a Difference Day, AIDS Quilt Display, Holiday Hoopla (education about holidays around the world), Senior Adults tutor students at Paiute Neighborhood Center, Senior Adult Writing Project with focus on Native American family history, etc.

Phoenix College
Cheryl Crutcher, Coordinator

Phoenix College is currently constructing their efforts under the direction of a new president.

Glendale Community College
Debbie Krumtinger, Coordinator

GCC has offered many sessions addressing various elements of diversity: Essential Blue-Eyed, Listening Approaches, Native American presentation and Addressing Disability issues.

District Office
Marie Parker, Coordinator

The District Office Diversity Committee hosts a variety of events on a monthly basis for employees to attend. Such events have included luncheons with guest speakers for Hispanic Heritage month, Native American month, Black History month, Take your Daughters to Work Day, Asian Pacific Islander month, and Gay Pride month.

Other activities included sessions on the Jewish religion and Disabilities and Workplace issues. Also included was volunteering to facilitate sessions a Student Leadership Diversity retreat sponsored by Mesa Community College.

APPENDIX E

Women's Leadership Group

Mentor Program

Program Summary

The Women's Leadership Group of the Maricopa Community Colleges was formed to provide for the continuous development of a strong and supportive work environment for the diverse women of Maricopa. Its priorities include the support of professional development for Maricopa women. In 2000, in conjunction with the MCCD Legal Department, the Women's Leadership Group designed a mentoring program to provide a vehicle for women to prepare to take advantage of advancement opportunities within the Maricopa Community Colleges.

The goals of the Women's Mentoring Program include:

-Exploring Mentees personal and professional goals and expectations
-Exploring job options and opportunities within the Maricopa colleges
-Enhancing personal and job development skills
-Improving job survival techniques for succeeding in Maricopa
-Encouraging participation in professional development opportunities
-Providing a support network through regularly scheduled group activities
-Encouraging Mentees continuing professional development

The program is open to Governing Board approved women, who have worked for at least two years, in MAT, PSA, M&O, crafts and security positions. It is designed to support upward mobility for female employees, particularly those interested in management positions. Participants have come from all of the Maricopa Colleges and the Skills Center. The largest numbers are from PSA, with almost 60% from grade 9 and 10. Often they aspire to management positions, while other participants are interested in higher-level PSA positions. Some have clear goals in areas such as technology or student services, others are exploring options. Often they are working on a degree, typically at the bachelor's or master's level. Forty-two women have completed the program, some in the initial pilot program.

There are two key components to the program. Each participant works with a mentor to provide an opportunity for discussion of her personal and professional strengths and challenges, as well as career options. Mentors are selected by the program planning team to match the professional development interest of each of the program participants. Mentors have primarily, but not exclusively, come from management positions at the colleges and the district office.

Program participants also attend monthly sessions designed to help them learn more about the Maricopa Community Colleges, and how to be successful in reaching their professional goals. Presenters are drawn primarily from expertise available within the Maricopa colleges and district office. Session topics include an introduction to the Maricopa culture, assistance in defining career goals and career tools such as dressing for success. The District Employment Office provides an overview on how to obtain a job in Maricopa and, together with the Career

Center directors, supports applicants in the development of resumes, cover letters and preparing for interviews.

Networking is emphasized in the program. Those who participated in the original pilot evaluated it as a very important component. They appreciated the opportunity to meet and talk with the Chancellor, Vice Chancellors and Presidents, as well as to meet mentors and participants from across the District. Each participant also has the opportunity to practice public speaking by delivering her summary remarks at the program graduation.

Participants in the program felt that it accomplished all of the goals, many to a very significant degree. Mentees also reported that they reached 85% of the goals that they set for themselves during the program. Participants intended to continue working on their goals and stay in touch with their mentor after the program.

APPENDIX F
MCCCD AFFIRMATIVE ACTION PLAN

One of the components of an Affirmative Action Plan is to establish hiring goals in those areas where an underutilization of minorities or females exists. A utilization analysis is the result of the comparison of prospective applicants in a recruitment area with the actual makeup of the organizational workforce. In other words, is the minority and gender composition of our employees in parity with what is available in the labor force? If our workplace demographics are less than what the labor force has to offer, then underutilization exists. MCCCD must then make good faith efforts to improve those areas where there is inadequate representation.

The Affirmative Action Year ending September 30, 2001 identified underutilization for MCCCD in the following categories:

Job Group (Titled by Federal Government)	Description	Minority Underutilization	Female Underutilization
A-1 Executive, Administrative, Managerial	Executives: Chancellor, Vice Chancellors & College Presidents	No	Yes
A-2 Executive, Administrative, Managerial	Deans, Executive Directors, Senior Management	No	No
A-3 Executive, Administrative, Managerial	Associate Deans, Directors, Mid-Level Managers	No	No
A-4 Executive, Administrative, Managerial	Managers, Line Supervisors, Coordinators	No	No
B-1 Professional	Specialists in Occupational/Vocational Fields, i.e., Attorneys, Controllers, Auditors, experienced Accountants, Buyers	Yes	No
B-2 Professional	Lower level professionals, i.e., Trainers, Entry Level Accountants, Buyers, Public Relations	No	Yes
C-1 Secretarial/Clerical	Administrative Assistants, Executive Secretaries, experienced Professional Technicians	No	No
C-2 Secretarial/Clerical	Administrative Secretaries, mid-level Technicians, Professional Assistants	No	No

C-3 Secretarial/Clerical	Clerks, entry level Clerical Support	No	No
D-1 Technical/Paraprofessional	Budget Analysts, Technical Engineers, Lab Technicians	No	Yes
D-2 Technical/Paraprofessional	Entry level Technicians	No	No
E Skilled Craft	Carpenters, Plumbers, Painters	Yes	Yes
F-1 Service Maintenance	Maintenance and Groundskeepers	No	Yes
F-2 Service Maintenance	Food Service & Custodians	No	Yes
R-1 Faculty	Art, Music, Drama	Yes	Yes
R-2 Faculty	Business	No	No
R-3 Faculty	English	No	No
R-4 Faculty	Health Care	Yes	No
R-5 Faculty	Math, Computer Science	Yes	Yes
R-6 Faculty	Science	Yes	No
R-7 Faculty	Social Sciences	No	Yes
R-8 Faculty	Education	No	No
R-9 Faculty	Vocational, Technical	Yes	Yes

MCCCD Diversity Survey - Employee Questionnaire (N = 1100)

1) **To me, the term "diversity" includes:**

All human differences	750	68%
Primarily racial differences	18	2%
Primarily cultural differences	19	2%
Both racial and cultural differences	171	16%
None of the above	142	13%
N	1100	100%

2) **To me, the words "cultural diversity" apply primarily to:**

Group experience based on the ethnicity and/or race of people	159	14%
Group experience based on geographic location of people	44	4%
The shared experience of all individual groups, including those based on race, ethnicity, veteran status, physical ability, religion, sexual orientation, etc.	728	66%
None of the above	169	15%
N	1100	100%

DEMOGRAPHIC INFORMATION

35) Where are you taking this survey?

District Office	81	9%
College Campus	534	60%
Off-Site Location	34	4%
At Home	112	12%
Decline to Answer	136	15%
N	897	100%

36) Gender

Male	227	25%
Female	541	60%
Decline to Answer	127	14%
N	895	100%

37) Age

17 through 24	16	2%
25 through 39	165	18%
40 through 54	396	44%
55 through 69	173	19%
70 or above	3	0%
Decline to Answer	142	16%
N	895	100%

38) Ethnicity/Race *(Choose the one that best represents you.)*

African-American	43	5%
American Indian or Alaskan Native	16	2%
Asian or Pacific Islander	12	1%
Caucasian/White	519	58%
Hispanic	81	9%
Biracial or Multiracial	24	3%
Decline to Answer	200	22%
N	895	100%

39) Sexual Orientation/Gender Identity
(Choose the one answer that best represents you.)

Heterosexual	641	72%
Homosexual	32	4%
Bisexual	8	1%
Transgender	1	0%
Decline to Answer	213	24%
N	895	100%

110

MCCCD Diversity Survey - Employee Questionnaire (N= 1100)

Frequencies/Percents	1=Strongly Agree	2=Somewhat Agree	3=Somewhat Disagree	4=Strongly Disagree	5= No Opinion	%	Total (N)	6=Did Not Complete
3) The topic of diversity should be included during new employee orientations.	527 48%	283 26%	63 6%	44 4%	183 17%	100%	1100	0
4) Each one of us should choose our spoken words carefully so that we do not offend individuals from various diverse groups.	529 48%	316 29%	58 5%	30 3%	167 15%	100%	1100	0
5) I am tired of hearing, reading, and/or learning about diversity.	100 9%	247 22%	184 17%	351 32%	218 20%	100%	1100	0
6) I believe that we should learn to emphasize our similarities and not our differences.	326 32%	314 31%	142 14%	65 6%	159 16%	100%	1006	94
7) I believe that we should learn to appreciate and respect our individual differences.	724 72%	156 16%	9 1%	6 1%	111 11%	100%	1006	94
8) Education about diversity will enhance my performance in the workplace.	321 32%	354 35%	107 11%	81 8%	143 14%	100%	1006	94
9) Most employees feel a sense of belonging on this campus/at this worksite.	332 33%	359 36%	75 7%	52 5%	188 19%	100%	1006	94
10) I feel a sense of belonging on this campus/at this worksite.	475 47%	282 28%	57 6%	61 6%	131 13%	100%	1006	94
11) Supervisors/co-workers at my worksite seem to care about most employees as individuals.	404 42%	317 33%	78 8%	52 5%	119 12%	100%	970	130
12) My supervisor cares about me as an individual.	527 54%	222 23%	49 5%	57 6%	115 12%	100%	970	130
13) Supervisors at my worksite seem fair in their treatment of most employees.	391 40%	298 31%	79 8%	58 6%	144 15%	100%	970	130
14) My supervisor treats me fairly.	575 59%	201 21%	49 5%	32 3%	113 12%	100%	970	130
15) Most employees at my worksite feel welcome at work.	416 43%	311 32%	53 5%	26 3%	164 17%	100%	970	130
16) I feel welcome at my worksite.	574 61%	217 23%	35 4%	24 3%	84 9%	100%	934	166
17) Supervisors at my worksite take into consideration employee differences when providing direction and/or making assignments.	228 24%	306 33%	90 10%	62 7%	248 27%	100%	934	166
18) My supervisor takes my differences into consideration when providing me with direction and/or assignments.	297 32%	258 28%	84 9%	60 6%	235 25%	100%	934	166
19) Overall, employees at my work location demonstrate a commitment to meet the needs of underrepresented racial and ethnic employee populations.	310 33%	278 30%	73 8%	52 6%	221 24%	100%	934	166
20) Overall, employees at my work location demonstrate a commitment to meet the needs of employees with disabilities.	402 43%	278 30%	46 5%	22 2%	186 20%	100%	934	166
21) Most employees at my worksite are treated fairly and with respect as related to their gender.	439 48%	258 28%	63 7%	37 4%	121 13%	100%	918	182
22) I am treated fairly and with respect as related to my gender.	525 57%	212 23%	50 5%	29 3%	102 11%	100%	918	182
23) Most employees at my worksite are treated fairly and with respect as related to their age.	435 47%	264 29%	48 5%	26 3%	145 16%	100%	918	182
24) I am treated fairly and with respect as related to my age.	536 58%	207 23%	40 4%	27 3%	108 12%	100%	918	182

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Frequencies/Percents	1=Strongly Agree		2=Somewhat Agree		3=Somewhat Disagree		4=Strongly Disagree		5= No Opinion		%	Total (N)	6=Did Not Complete
25) Most employees at my worksite are treated fairly and with respect as related to their ethnicity/race.	435	47%	227	25%	63	7%	43	5%	150	16%	100%	918	182
26) I am treated fairly and with respect as related to my race and ethnicity.	489	54%	197	22%	70	8%	37	4%	113	12%	100%	906	194
27) Most employees at my worksite are treated fairly and with respect as related to their sexual orientation.	357	39%	206	23%	62	7%	37	4%	244	27%	100%	906	194
28) I am treated fairly with respect to my sexual orientation.	525	58%	113	12%	19	2%	10	1%	239	26%	100%	906	194
29) Discrimination should not be tolerated in the workplace.	772	85%	47	5%	6	1%	3	0%	78	9%	100%	906	194
30) An ideal work climate includes people from every race.	386	43%	240	26%	89	10%	62	7%	129	14%	100%	906	194
31) Maricopa Community Colleges should recruit more racial and ethnic minority employees.	217	24%	256	29%	153	17%	69	8%	202	23%	100%	897	203
32) Maricopa Community Colleges should recruit more racial and ethnic minority students.	296	33%	223	25%	111	12%	60	7%	207	23%	100%	897	203
33) MCCD employees should reflect the types of diversity found within the population of the United States.	213	24%	295	33%	157	18%	88	10%	144	16%	100%	897	203
34) MCCD employees should reflect the types of diversity found within the population of Arizona.	303	34%	312	35%	90	10%	54	6%	138	15%	100%	897	203

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